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ABSTRACT

This document covers all activities since the inception of the Black Colleges and Community Development Program (BCCDP). The BCCDP was established to develop clear lines of communication between TACTICS' programs; organize Black Colleges Technical Assistance Executive Committee; design, organize, and execute the Black College Consortium; and design and conduct Black Colleges and Community Development Conferences. This document presents an historical perspective, scope and tasks of the original model, assessment of program operation, change strategy approaches, description of the Positive Futures, Inc. (PFI) an institutional and programmatic development team, recommendations, and an appendix containing exhibits of pertinent materials utilized in and generated as a result of activities. BCCDP's initial programming year was under the auspices of TACTICS. PFI subsequently assumed leadership to achieve improved coordination among the developmental and managerial activities of several functional planning units and several levels of governments. This document represents a major effort to formulate a comprehensive approach in facilitating governmental cooperation and community development programmatic balance among black colleges. (Author/KE)

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ED112764

FINAL REPORT

TACTICS

Black Colleges
Community Development Program
H-3563

PLANNING AND PROGRAMMING STRATEGY TO DEVELOP EFFECTIVE PARTICIPATION OF PREDOMINANTLY BLACK COLLEGES IN THE COMMUNITY DEVELOPMENT PROCESS

Prepared for the

U.S. Department of Housing
and Urban Development
Washington, D.C.

April, 1975

HE 006 765

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EDUCATION & WELFARE
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FOREWORD

This report consolidates the findings and recommendations of the Black Colleges and Community Development Program (BCCDP) conducted under the grant sponsorship of the U. S. Department of Housing and Urban Development to the Technical Assistance Consortium To Improve College Services (TACTICS) and POSITIVE FUTURES, Inc., (PFI), both of Washington, D. C.

This report covers all activities since the inception of the BCCDP through December, 1974. It is organized under the following broad topical headings:

I. Introduction: A Historical Perspective

II. Scope and Tasks of the Original Model

III. Evaluative Assessment of Program Operation

IV. Change Strategy Approaches

The POSITIVE FUTURES, Inc. Model

V. PFI Model: Wave of the Future

VI. Recommendations

Those sections are followed by an Appendix, which contains exhibits of pertinent materials utilized in and generated as a result of activities. Particular program elements in this report represent an expansion and restructuring of contents and processes of the original program design. They reflect consultation with community development experts, professional educators and

experiences accrued from various government agencies involved directly or indirectly in guiding implementable criteria for Black College resource development.

It is to be noted that the BCCDP's initial programming year was under the auspices of TACTICS. PFI subsequently assumed leadership to achieve improved coordination among the developmental and managerial activities of several functional planning units and several levels of governments. The BCCDP was then better able to perform a highly integrative function, thereby increasing and strengthening programming processes to a narrower Black College resource base than originally had been envisioned.

One final comment about this report: The staff of PFI has strived to maintain a high degree of objectivity in presenting the results and recommendations. There have been acknowledged weaknesses, both in structure and content, not always under PFI's control. Specifically, the work energy of the program has served as a basis for ascertaining available resources. This report brings forth a new knowledge which can contribute much to improving future programs and educational endeavors. Moreover, it should be viewed as a first major effort to formulate a comprehensive approach in facilitating governmental cooperation and community development programmatic balance among Black Colleges.

INTRODUCTION: A HISTORICAL PERSPECTIVE

To comprehend this report, an understanding of TACTICS, its purpose, nature, and role are essential. TACTICS was established in 1971 with one basic purpose.. . . "to help the Black Colleges survive and grow as a resource of leadership and strength to the Black race and the nation." Its affiliate agencies consist of the Institute for Services to Education: Robert Moton Memorial Institute, Inc.; Phelps-Stokes Fund; United Board for College Development; and University Associates. The birth of the organization was announced by Dr. Sidney P. Marland, former Assistant Secretary of HEW, Office of Education, with an initial funding of two (2) million dollars per year for the three year program.

Since its inception TACTICS has been the fulcrum for providing technical assistance and professional services to Black Colleges. Via TACTICS, technical assistance has been defined in the form of developing the utilization of new and better methods for improving staff capabilities and restructuring organizational arrangements to capitalize on available resources: administering research and training programs; collecting, collating, and publishing statistics; not to mention the specialized skills in obtaining financial, moral, intellectual and political support. In its first operational year, TACTICS set forth the following as its five major objectives:

1. To create (and maintain) a pool of deployable manpower capable of dealing with specific institutional problems identified by the colleges. This manpower will consist of the most highly skilled personnel in these colleges as well as in the nation.
2. To assist the colleges in their efforts to strengthen academic programs by helping them design academic and administrative support systems.
3. To establish (and maintain) a closer interface between federal programs and institutions for their mutual benefit.
4. To ensure that the colleges become knowledgeable about federal, as well as non-government programs from which they can benefit.
5. To assist the colleges in their efforts to become recognized as national resources by directing their expertise in research and education to a number of high priority social problems in both urban and rural settings.

At the beginning of the second year cycle TACTICS redefined its work program to include the following addenda to the above-stated objectives.

1. To identify federally funded programs that have relevant implications for Black Students, their colleges and larger communities, e.g., HUD programs such as the

(a) Urban Intern Program

(b) Administrative Intern Program

(c) Urban Studies Fellowship Program

(d) Comprehensive Planning Assistance Program (701 work/study projects)

(e) Community Development Programs

2. To stimulate and encourage federal agencies without a history of assisting Black colleges to engage in same.
3. To identify interested groups of colleges to apply for participation in programs as outlined above.
4. To inform faculty/personnel of Black colleges by making them aware of opportunities for involvement in federal programs.
5. To assist Black college personnel in understanding that their futures depend on how well they can demonstrate their colleges to be useful in tackling social problems.

In 1972, at the time that practitioners and academicians in the field of urban development expressed concern over how universities could apply their strong teaching and research base of knowledge to the magnitude and complexity of urban problems and while at the same time urban affairs experts were developing urban observatory systems, Black colleges as an institutional resource base were fighting for political, educational and financial survival. Clearly, the question was whether Black

institutions of higher learning had relevance to the dynamics of projected change in today's educational society.

Both actual and implied actions aimed at dismantling predominantly Black schools needed to be counteracted. Close analysis needed to be made of the import of new planning and developmental themes generated from "white" academia, federal, state and local policy-making centers. Dialogue needed to be stimulated from which resolutions and/or recommendations could emanate on the role envisioned for and by Black colleges in urban affairs, generally, and community development processes, specifically.

In mid-1972 TACTICS convened two working conferences of Black College presidents and/or their representatives for purposes of elucidating some of the differences in perceptions of survivability relating to Black institutions in any city, metropolitan, regional or sub-city geographical area. Discussions at these conferences produced an expressed interest and commitment on the part of the participating colleges to establish a consortium. Under the guidance of TACTICS and the Southern Regional Educational Board, an executive committee was selected to develop policy initiatives, identify administrative resources and explore possible funding sources. This strategy format was adopted because it served as an integrating and stimulating force. Through it, the institutional base for coping with community development

problems engendered by under-utilization and neglect by federal and state agencies could be strengthened.

Later in 1972, TACTICS entered discussions with Dr. Oscar S. Mims, Chief Education Advisor, U. S. Department of HUD regarding the probability of agency funding. After submission of "Black Colleges and Community Development, A Technical Assistance Proposal" for review and comment, further negotiations resulted in HUD Contract H-3536 with TACTICS effective January, 1973. Its objective was to develop and test the feasibility of a technical assistance model for increasing effective participation of predominantly Black colleges in the community development process. The contract gave special attention to the design of a program strategy which could effectively satisfy demands for quality, relevance, breadth of scope and long-range benefits for members of the proposed Black college consortium.

The specific objectives of the program design, as set forth in the prime contract between HUD and TACTICS, were to:

1. Organize and initiate conferences for information exchange, expanding knowledge, multiplying professional and technical contacts needed for productive and efficient educational/curriculum planning in connection with community development processes.

2. Develop a consortium of Black colleges which will result in more effective utilization of the resources of Black colleges in the relevant phases of the community development process.
3. Increase the participation of Black Colleges in Federal programs related to urban affairs, especially those related to community development, planning and management.
4. Produce a report that will provide guidance to HUD, other Federal, State and Local agencies in understanding whether or not Black colleges have the commitment and capability to produce and impact on the solution of community development problems.

In March, 1973, members of the TACTICS staff began developmental work on selective program elements under the directorship of Dr. Van S. Allen, Executive Director of TACTICS.

ORGANIZATIONAL SCOPE AND TASKS OF THE ORIGINAL MODEL

The conceptualization for the original design emerged through planning activities, conferences and mailed inventories initiated by TACTICS. The Executive Director of TACTICS and his staff were the administrative agents who provided the manpower nucleus for project implementation. Social Systems Intervention, Inc. was retained to assist the TACTICS staff in providing the technical assistance needed by colleges in clarifying program ideas, developing goals and objectives, organizing cooperative agreements between institutions and identifying means of both effectively and efficiently discharging the demands of the contract. Fiscal responsibility for the accountancy of funds was operationalized under the auspices of Fisk University. (See Diagram I)

This structural arrangement insured the policy-making body that utility of another agency within the super-structure of TACTICS would enhance management responsibilities in a coordinated manner plus add significantly to an area of expertise not a part of the original TACTICS members. Because of the wide array of programmatic thrusts by component members of TACTICS, (See Diagram II), Black College-Community Development Program (BCCDP) was designated the name to establish clear lines of program communication and orderly processes. In sum, the structure was new in age and operationality when viewed from the perspective of the older member agencies of super-structure TACTICS.

Diagram I:

ORIGINAL BCCDP MODEL

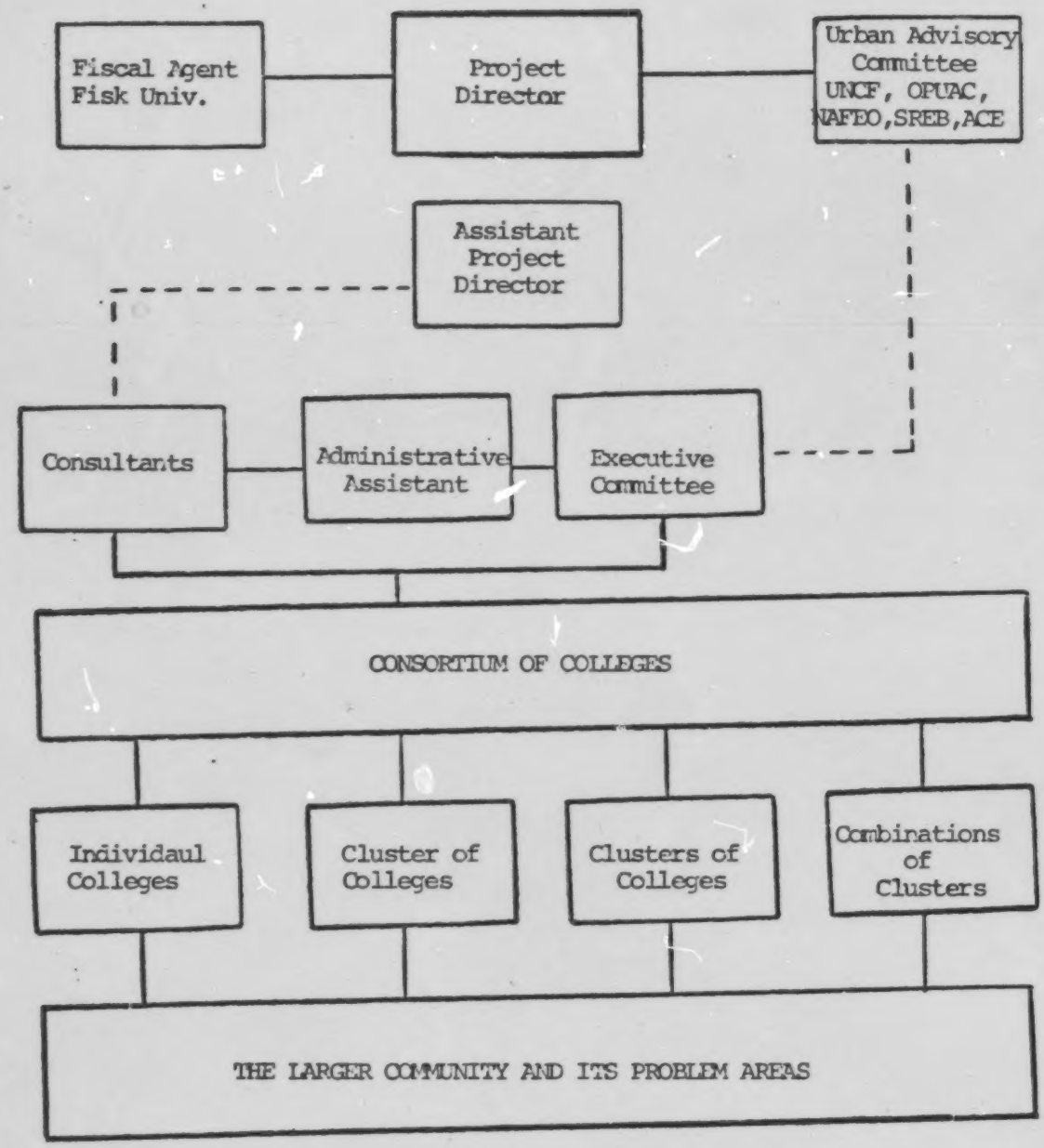
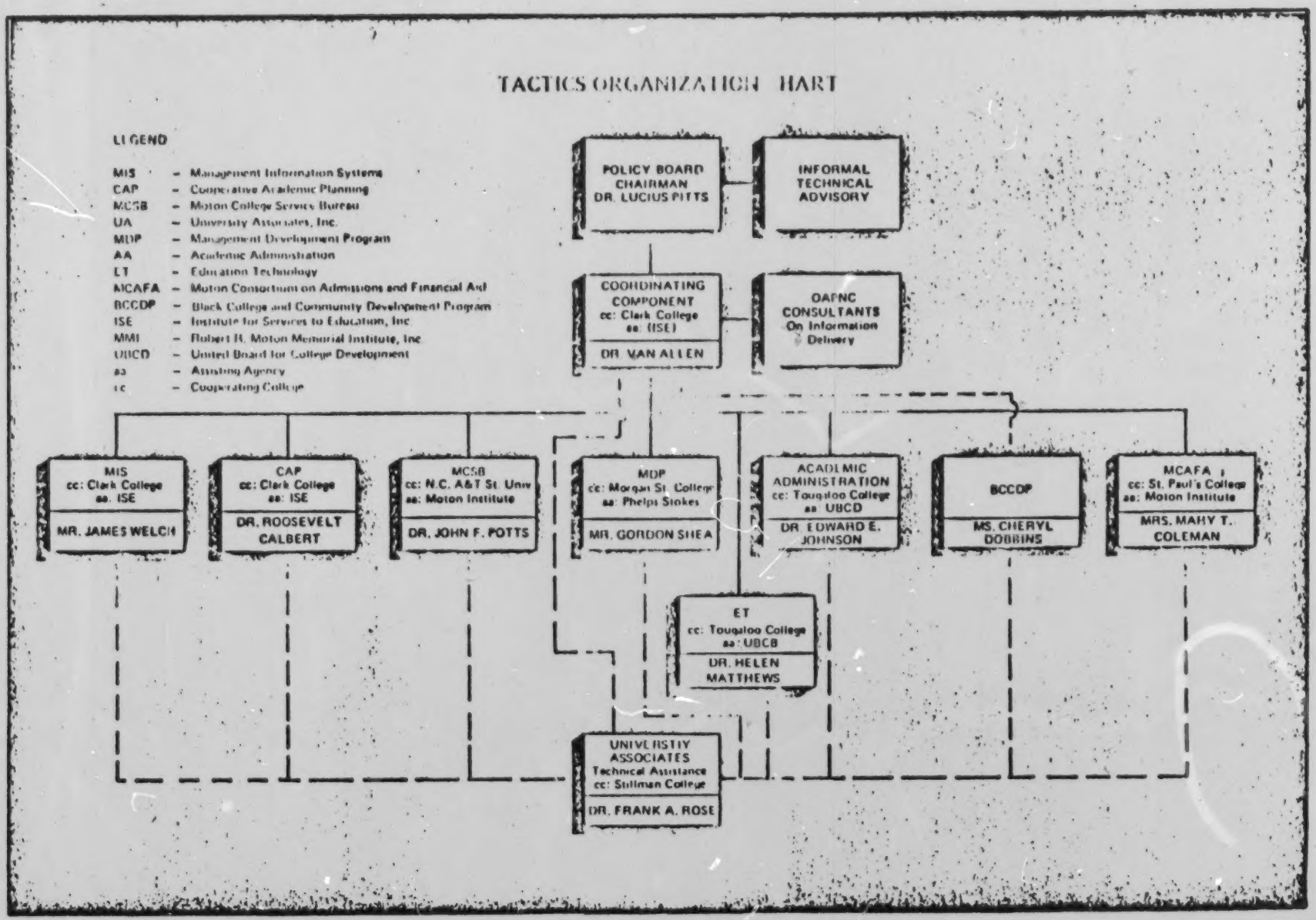


Diagram II:


TACTICS ORGANIZATION CHART
LEGEND
MIS - Management Information Systems
CAP - Cooperative Academic Planning
MCSB - Morton College Service Bureau
UA - University Associates, Inc.
MDP - Management Development Program
AA - Academic Administration
ET - Education Technology
MCAFA - Morton Consortium on Admissions and Financial Aid
BCCDP - Black College and Community Development Program
ISE - Institute for Services to Education, Inc
MMI - Robert H. Morton Memorial Institute, Inc
UBCD - United Board for College Development
aa - Assisting Agency
cc - Cooperating College
POLICY BOARD CHAIRMAN DR. LUCIUS PITTS
INFORMAL TECHNICAL ADVISORY
COORDINATING COMPONENT cc: Clark College aa: (ISE) DR. VAN ALLEN
OAPNC CONSULTANTS On Information Delivery
MIS cc: Clark College aa: ISE MR. JAMES WELCH
CAP cc: Clark College aa: ISE DR. ROOSEVELT CALBERT
MCSB cc: N.C. A&T St. Univ aa: Morton Institute DR. JOHN F. POTTS
MDP cc: Morgan St. College aa: Phelps Stokes MR. GORDON SHEA
ACADEMIC ADMINISTRATION cc: Tougaloo College aa: UBCD DR. EDWARD E. JOHNSON
BCCDP MS. CHERYL DOBBINS
MCAFA cc: St. Paul's College aa: Morton Institute MRS. MARY T. COLEMAN
ET cc: Tougaloo College aa: UBCB DR. HELEN MATTHEWS
UNIVERSITY ASSOCIATES Technical Assistance cc: Stillman College DR. FRANK A. ROSE

Source: TACTICS, Annual Report: 1972-1973, Second Year Of Operation

EVALUATIVE ASSESSMENT OF THE PROGRAM OPERATION

In addition to the major objectives, four tasks incorporated in the original contract augmented the approach necessary to implement the planned strategy. They were to:

- Organize Black Colleges Technical Assistance Executive Committee.
- Identify and Select Participating Black College for Consortium.
- Design and Execute the Black College Consortium.
- Design and Conduct Black Colleges and Community Development Conferences.

The original program design prepared by TACTICS can be visualized on a charting of program interrelationships found in Diagram I. Multi-functional responsibilities of work elements flowed from the Urban Advisory Committee to the Executive Committee which managerially created a major choke point in view of the limited manpower, detailed a narrow policy base, frustrated managerial control, and allowed little room for mid-course corrections.

In order to present a comprehensive and definitive analysis of the processes of the original model, a survey of the adopted organizational networks demands some attention.

The first process task was to organize the Black Colleges Technical Assistance Executive Committee into a work unit. The Technical Assistance Executive Committee (See Appendix A) was

formally organized at a conference held in Atlanta, Georgia, February, 1973, several weeks after the grant was signed by HUD. That committee selected as its major charge the coordination of development and design of program planning among the appropriate colleges, governmental agencies, TACTICS agency, American Council on Education-Urban Affairs Office Liaison, and Southern Region Education Board representatives. Its responsibilities included policy decisions and guidance, proper distribution or allocation of available resources, and managerial surveillance of adopted program strategies.

As the BCCDP began to take shape and the Executive Committee attempted to structure programs, this nation began to implement the State and Local Assistance Act of 1972. Under its provisions, "New Federalism" was instituted which called for returning power to the people, i.e., transferring fiscal and decision-making responsibility for performance to local government. Moreover, it introduced a new era in intergovernmental relations and decentralization causing the original hierarchy of priorities, target dates and timetables perceived by the Executive Committee to change drastically.

Citizens and Black college officials alike received the new revenue-sharing proposals with apprehension and alarm. The BCCDP staff, nonetheless, analyzed the resultant impact on the original

program design and interpreted the new federal mandates as a signal that in the context of maximum feasible community involvement, the structure and makeup of the Executive Committee needed revamping. It was envisioned that this would legitimize and make more plausible the treatment approaches advocated for the proposed community development process. As a consequence, the prime contract was amended and TACTICS was authorized to redesign and expand the Technical Assistance Executive Committee and staff.

It was at this point that the administrative decision was made to attempt to relocate the program responsibility for international community development concerns with the respective TACTICS component having a long-standing history of involvement with Africa. Thus, the Phelps-Stokes fund was petitioned by the TACTICS Policy Board to assume leadership in this area. Subsequently, the TACTICS funding request of the Lilly Foundation to support the management and development of such an effort fell victim to the re-prioritization of that foundation's program initiatives.

The second major task in the implementation of the BCCDP involved the selection of colleges to form the consortium. This was accomplished through a systematic identification-selection process (see Appendix C) while exploring the aspirations of Black college presidents or their designated representative when either attended the two TACTICS-sponsored meetings in 1973. Further

refinement and analysis of the survey instrument produced a composite of fifty-four (54) Black colleges and universities (See Appendix D) interested in community development programming. Seven categorical program areas were identified to provide the burden of the evidence and the weight of consensus that serious and solid efforts be given to a community development program thrust.

However, with a minimal staff and a small grant for actualizing an effective program, motion was sustained in history. Minimal knowledge cast the BCCDP as an agent for assisting institutions in acquiring more government funds. The cooperative spirit exhibited when TACTICS generated the original plan eliminated the promotion of extreme cynicism and difference in quality of perceptions concerning the new program. The main lessons of these experiences pointed to the need to bring forth improved enlightenment in the absence of a basic information system. In many instances the interest of the institution did not reflect the perceived, demonstrated, or empirically determined needs of the community.

Therefore, to produce a meaningful link between program performance and measurement of significant results, the prime contact was amended effective April, 1974 to provide a community needs assessment model based on analysis of relevant and timely data generated in the course of program implementation. This purity

of assessment is particularly important in view of the demand from "New Federation" requirements in the formulation and implementation of priority program activities combined with identifiable support resources at both a local and national level.

When the BCCDP was launched, it had virtually no mechanism for anticipating the performance trends, identifying skill needs and pinpointing potential trouble spots for Black college professional and student personnel. This was significant because it was they who would inherit the task of developing, evaluating, coordinating and periodically reviewing proposed community development criteria. How then was the consortium to become operational?

Examination of the areas of program interest led to the utilization of the "context evaluation" method since the scope and extent of the initial grant required BCCDP to engage in a multifaceted planning effort. The major advantage of this methodology was that the scope and vigor of assessed needs, when compared with expressed problem areas by individual project directors from various schools helped to countermeasure BCCDP staff expectation without destroying the enthusiasm and uniqueness of BCCDP project development. While BCCDP, too, wanted to solve problems, a considerable amount of its effort involved collecting data on manpower, financial, and facility resources at the Black college, state and community level. This tack prevented the project's

planning strategy from making one major mistake: the development of imbalanced levels of expectations between strategic institutional capability, the interest of academicians and their community-based needs and problems.

While many of the above missions were, in fact, methods of program strategy preparedness which assessed the relative effectiveness of the proposed technique(s) to be employed, the fourth major task of the BCCDP cemented significant and potential resources from federal, state and local governments, Black colleges and universities, and the U. S. Department of Housing and Urban Development into an affirmative support and action relationship. This was achieved by promoting a concerted effort to understand and solve particular urban-rural-metropolitan problems.

The design and conduct of Black Colleges and Community Development Conferences was an important breakthrough for it was a major first step in achieving a coordinated program to advise Black schools of federal urban programs administered by a variety of agencies such as: HUD, HEW, Labor, Justice, OEO, Transportation, Agriculture, Commerce, National Science Foundation, National Institute of Health and others. From the conferences' format (See Appendix E) the concept of consortial work units was born as structures emerged around the assembled skills and capabilities of those in attendance to address organizational questions of consortial

research braintrusts. The braintrusts assigned their research capability to BCCDP-defined work units entitled: Criminal Justice, Educational Innovations, Housing, International Black University, Management and Organization Development, Mental Health and Drug Abuse, and Telecommunications.

Consortial work units reported out progress made toward developmental efforts. While there were progress reports on all work units, only a few had actual conceptualized proposals. Essentially, the task had demanded labor-intensive efforts, requisite technical skills and capabilities, financial capability, and logistical concerns all of which conspired against a meaningful incentive to develop a quality product. Another factor which imposed itself was that of participants who wanted to move from the planning to the implementation phase. From these experiences the BCCDP staff developed a "critical needs analysis" to ascertain the abilities, capabilities, interest, and resources of affected schools aligned with perceived needs of the communities where schools were located. Such a planning strategy was inherently beneficial in view of the revenue-sharing conditions attributable to the "New Federalism" concepts.

Thus, the constituent base envisioned by the BCCDP meeting of June, 1973 changed to a constituent make-up sensitive to the decentralized thrust of new federal guidelines and hence, the

Executive Committee assumed an advisory capacity. Its membership was expanded to include represetatives from local, state, and federal levels of government and community representatives with due consideration given to age, sex, race and national origin. They were:

Clarence E. Lightner - Mayor, Raleigh, N.C.
James S. Wilson - City Manager, Compton, Calif.
Daniel P. Vincent - Director, Total Community Action, New Orleans, La.
O'Marie White - Assistant to the City Manager on Youth Affairs, Hampton, Va.
Barbara D. Wills - Community Development Specialist, State of N.C. Dept. of Natural and Economic Resources
John L. Crump - Director, Urban and Health Administration Programs, NASPAA (President Texas Southern University Alumni Association)
E. A. Boykins - President, Mississippi Valley State University, (PFI Board Member)
Granville M. Sawyer - President, Texas Southern University, (PFI Board Member)
Romallus O. Murphy - President, Shaw College At Detroit, (PFI Board Member)
Lamore J. Carter - Associate Dean for Administration, Grambling State University
Walter Johnson - Special Assistant to the President, Bishop College
Eugene Williams - Director, University Research Planning, Fayetteville State University
Suresh R. Londhe - Professor, South Carolina State College

The political climate of 1973-74 fostered an apprehensiveness on the part of each congressman and governor approached to serve on the BCCDP Advisory Committee. With 1974 an election year and the country paralyzed by the "revelations" of Watergate, very few highly visible politicians were willing to risk involvement with such a new

concept (Black Colleges and Community Development) and a program which did not directly affect their constituents.

The mechanics of building a network of colleges around concepts of community development were, on the surface, not difficult. Conceivably community development activities could occur independently at each institution in conformity, of sorts, without conflict. Thus initially any member of the fifty-four (54) college consortium who wished to participate needed simply to forward a letter in response to an inventory-assessment of need statement indicating a desire to participate. The need to coordinate planning efforts by synthesizing institutions into a cluster of colleges, and combinations of clusters became highly apparent and not easily obtainable when the needs assessment instruments were returned and analyzed.

Conflicting assumptions and projections from member schools emerged when planners attempted to factor out commonalities and rework the basis for plan and program development. While the end-product proved disruptive to the original planning effort, the problem areas in Black colleges were being identified with respect to available institution-based resources. The gaps inherently changed institutions' needs principally because of the uncertainty of institutional goal achievement possible through implementation of the original model.

The June and September, 1973 conferences (See Appendix E) were aimed at clarifying the issues by encouraging the member institutions to participate in federal, state and local community development and public affairs related programs. These conferences were designed with the intent of stabilizing decisional structuring and eliciting feedback responses so that technical assistance provided by the BCCDP staff could be managerially tailored in future plan development. Conceptualization and development of the conferences' format meant that all of the TACTICS components would be made available to those community development processes.

Thus, once the priorities and interests were clearly defined, component members of the 54-member BCCDP consortium became painfully aware of constraints which would tax their institutions through continued involvement with BCCDP. This afforded members the opportunity to examine problems associated with determining the probability of individual resource availability in light of the reorganized program thrust. It is to be noted that this new programmatic thrust was made to the Office of Education-Title III in the form of a new program component within the larger TACTICS proposal submission for FY 75. The Title III response was that their office did not have the authority to provide funds for such technical assistance under the

specialized aegis of "community development."

Hence in order for the "New Federalism," revenue-sharing, the Pratt Decision and the "eligibility" of more than 650 institutions as additional qualifiers to the "Developing Institutions" program - a program originally legislated by Congress and designed by the Department of HEW to assist the 109 colleges and universities of traditionally Black origin - not to be viewed as doomsday indicators, those problematic issues had unilaterally to be addressed as opportunities. Examination of the viability of such an approach was found to be most attractive to a few presidents, while other members of the original 54-college consortium selected their own most feasible alternative.

Challenged by a new period for innovation and experimentation with the least possible harm accruing to the fewest number of sister institutions, these presidents provided continuing support. Their adherence to institutional long-range planning for community improvement, program accountability consistent with community development goals and objectives, and concrete implementation strategies having far-reaching implications to the development and expansion of institutional economic bases, became the policy development base of the BCCDP.

CHANGE STRATEGY APPROACHES VIA CONTEXT EVALUATION AND DEVELOPMENT INTERVENTION

Clear at the outset was that TACTICS needed to establish a top-priority project with research functions that would extend a new awareness and knowledge of what alternative courses of action should be pursued. This function was accomplished after BCCDP's first year of existence and a more experience-based summary and synthesis of tasks completed. What culminated was a two-pronged approach for establishing a technical assistance model for increasing the effectiveness of Black colleges in the community development process.

The first strategy approach (Diagram III) is a model whose major components are contextual examination, planned change, decisional structuring, and input, process and product evaluation. The second approach (Diagram IV) is interventionist in nature and delineates the target groups and subgroups which are positively linked to organizational and environmental processes. The merger of these strategies devised scenario that was goal-seeking. As a consequence, they induced change through policy-program analysis.

For example, context evaluation served a planning decision which had to be determined and is demonstrated by conferences which were sponsored by TACTICS preceding the proposal development. Two types of decisions, incremental (gradual step-by-step

Diagram III:

CHANGE STRATEGY APPROACH-THE CONTEXT EVALUATION MODEL

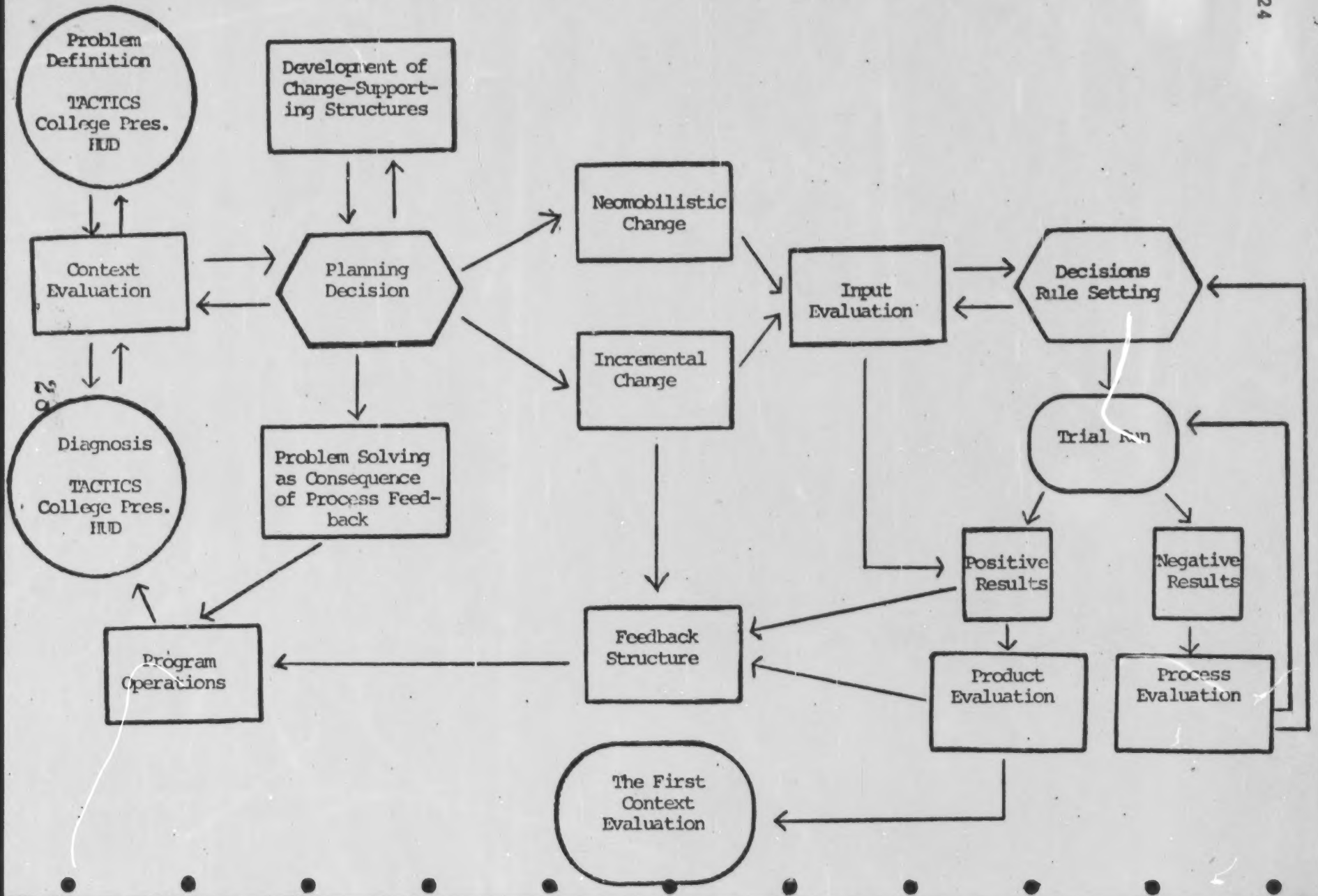
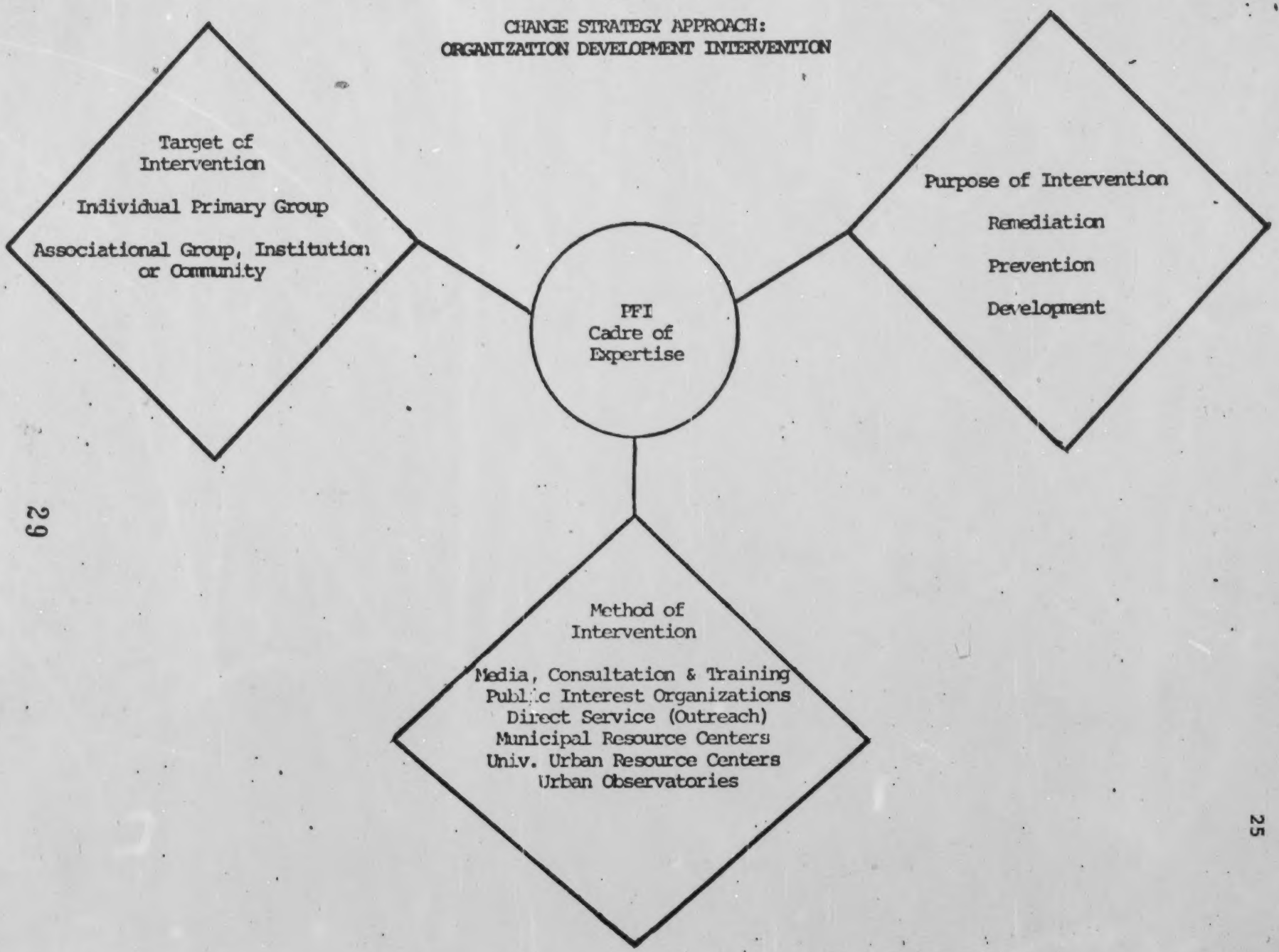


Diagram IV

CHANGE STRATEGY APPROACH:
ORGANIZATION DEVELOPMENT INTERVENTION



techniques for program performance) and neomobilistic, (innovative activity for inventing, testing, and diffusing new solutions) were advanced as a matter of policy choice. Input evaluation served the decisional structure based on the project design simulated in the original proposal submitted by TACTICS staff to HUD.

Process evaluation enabled the study of decisional implementation while specified tasks were being carried out. For example, the constitution and mission of the executive committee changed to advisory in response to changes in the environment and the number of colleges associated with the BCCDP program. Reason: to stagnate project impoverishment and make the allocation of resources more manageable. Product evaluation supported the recyclying of decisions to ascertain and better react to project accomplishments demonstrated by recommendations cited elsewhere in this report.

The corresponding strategy of organizational development intervention enabled the staff of TACTICS to utilize a solution-generation methodology. This eliminated less than creative conflict and provided those change-oriented structures and personnel in groups, organizations, and institutions a conducive operational format. At first, the BCCDP perceived its role as one of applying preventative and remediative intervention strategies. Shortcommings

in planning ideology, the lack of established consortia program linkages with federal-state-local agencies, unstable relationships between college-oriented groups and citizens and less than full-time core staff whose size and skills could be applied to preventative and/or remediative approaches facilitated emphasis on the development intervention strategy.

Since the major objective was not to provide specific and absolute statements on the capability of Black colleges, the developmental model was natural in orientation and purpose, especially in its educative features and thrust.

Thus, two uni-dimensional strategies produced a three-dimensional technical assistance model which facilitated problem solving and the transfer of new learning and knowledge capacities. This invited organizational and planning improvements for each school individually and for the consortium as a unique institution-building collective. With the decrease in number of participating schools form fifty four (54) to nine (9), the development of a community needs assessment based on data collection and analysis, the utilization of feedback networks, and the organization of a highly prized development team, POSITIVE FUTURES, Inc. (PFI) evolved as the institution-building collective to carry forth the interest and resources of member schools in institutional and community programmatic development.

Its philosophy and parameters of operation appear in the following reprint from the Public Administration Review, November/ December 1974. It is to be noted that this acticle, "The Role of Black Colleges in Public Affairs Education," was selected as one of the co-winners of the Marshall E. Dimock award for 1974. (See Appendix F.) The Dimock Award is for the best article published in the Review on the theme "Innovative Solutions for the Seventies." In selecting the article, the Dimock Award Committee made the following comments:

> "The article is well-conceptualized, works from an excellent data base. In addition to identifying new and innovative directions for black colleges, it offers a basis for applicability to other colleges and universities. It contains a broad approach to integrating theory and practice, through "learning by doing." The Committee understands that the approach has been more fully developed since the article was written and hopes that a performance assessment will be made available in the near future."

THE ROLE OF BLACK COLLEGES IN PUBLIC AFFAIRS EDUCATION

Cheryl Dobbins, *TACTICS*
Dollie R. Walker, *Consultant*

Many voices are proclaiming that all institutions of higher learning must face boldly the challenge that they become public service agencies capable of providing leadership in a troubled society. There is, however, no unanimity in this proclamation. Some see it as being inconsistent with the university and/or college's role—that of teaching, research, discovery, and transmission of knowledge. Others feel that the college has an obligation not only to recognize urban and rural social problems but to be aggressive in their prevention and in their ultimate elimination.

For the authors the answer lies somewhere between the two; and we would agree with those who view the college, black or white, as a public service institution. Its primary and most important function is to feed into the life stream a new generation of highly motivated, enlightened, and responsible citizens, entrepreneurs, and specialists capable of facing the personal and social problems of their age with resolution, judgment, and vision.[1]

This is a tough assignment and sometimes risky, especially for black institutions of higher learning. But there is an undisputed fact that black colleges can and must rise to the challenge. That is what this article is about. In approaching this topic the authors will discuss: (1) the organizational structure—the explicit role of black colleges in public affairs education present and future; (2) how the role can be implemented; (3) the obstacles to fulfilling this role and responsibility; and (4) recommendations.

Organization and Structure

Perhaps the myriad of bad conditions facing urban and rural minorities proliferates until it curdles the initiative of black colleges. These conditions include: (a) hungry children; (b) economic exploitation, underemployment, unemployment, and employment under intolerable circumstances; (c) genocide education; (d) inadequate health and welfare services; (e) lack of recreational facilities and activities; (f) inequities in law enforcement; (g) unjust treatment by communications media; (h) poor or no transportation; (ii) absentee and/or, if available, hostile landlords; (j) rodent-infested neighborhoods; (k) few human services; (l) urban decay; (m) energy conservation; (n) sociological conflicts; (o) pollution; and (p) disparities in municipal services in urban sectors and poor rural areas compared with other sections of the community. The implications are many, for business, welfare services, industry, government, and, above all, education.

It is an unrealistic assumption to expect the historically black college with its traditional and narrowly defined role, focus, and organizational structure to impact positively on such far-reaching and deep-seeded needs. It is time to clear up the axiom that the college has always responded to social needs unless it be clearly recognized that this response has traditionally been made by and large in terms of the indirect effect of scholarly productivity and the augmentations of academic programs to serve new manpower needs.

People have lost faith in their government and their colleges, too. There is a harshness in the tones of the populace who declare that the institutions of higher learning cannot afford the luxury of the ivory or ebony tower image and must become sophisticated, systematized, and apply taxonomy creatively and wisely to the resolution of society's problems.

The extent to which a college may successfully cope with complex problems depends to a large degree on the efficacy of a college's courage and educational endeavor to set up a public affairs education program. There has been a mushrooming of urban studies centers and a sprinkling of urban planning programs on black college campuses (see Chart I). The burning question at this juncture is to what extent these programs have actually impacted upon the local planning process in, for example, low-income housing or mass transit facilities which more often then not go unbuilt.

If the planners are doing busy work and the municipal leaders absorbed in bureaucratic min-

uets, black colleges can ill afford to turn their backs in disgust and indignation, for they may be the only force left in the community which can press for its ultimate rehabilitation. The writers, rather than being disparaging of their efforts, are pinpointing the need for black colleges to be responsible for the improvement and rehabilitation of *all* the people and their *total* environs. They must be just as responsible for providing technical expertise in developing policy, feasibility, marketing site location, layout, auxiliary services, and amendatories for an Early Childhood Development Center as they are in staffing such a facility. They must assure that what is on the public planner's drawing board reflects the most viable alternatives synthesized from a divergence of viewpoints.

Currently, however, few black colleges have themselves been given to planning in order to analyze the manner in which *they* make decisions, arrive at organizational structures, provide finances for and reflect people's views and needs in the formulation of public policy in behalf of education.

White and black educational institutions in this country evolved over a long period of history without wide consideration of alternatives, and without the application of systematic and logical reasoning to the method and manner in which policy is made, revenue is sought, and programs implemented to carry out the many operations of our complex system—including setting up schools of public affairs and/or public administration.

The word structure as applied to a college or to public service usually connotes the arrangement of parts of a body. It may also encompass the interrelation of discrete parts as dominated by the general character of the whole. The rationale applied to black colleges would necessitate a careful analysis of the purposes of each of the major portions of the institutional system followed by a method of determining the relationship of any one portion of the system—here the public affairs education department—to any other part of the college.

The explicit role of the black college is that it should not only serve as a center of black culture, but should as well provide education and training generic to the solution of society's problems. It should offer its students options. This in itself is difficult, because for so long blacks have had so few options available to them.

Black colleges and universities must act and function as integral parts of the communities where they are located. Historically, some of these institutions have insulated themselves socially, economically, and politically from neighboring communities and so called "ghettoes." Black colleges must lose their preoccupation with their historical status and accept themselves in their current roles as temporary, solution-oriented, inter-institutional structures.

One way to remain viable in the highly competitive business of higher education is for black colleges to organize on either a state or regional basis to specialize in particular areas and facets of program/policy emphasis. Models are presently being set up on longitudinal bases subject to testing (see Figure I).

In the area of housing and community development, for example, the network would be comprised of between four (regional) and 22 (state-by-state) institutions. The number of members would vary dependent upon whether the program area was of such significance as to warrant more than sub-state regional consideration. It should be noted that multi-state regional organizations offer the most latitude by limiting the probability of conflict and drain on the same resources, as well as by increasing the possibility for impact and exposure of the college as a "special purpose" policy science institution. The basis of statewide organization would be such that each of the special policy interests of a particular state could be addressed by one of the state's public or private institutions.

The coordination of this network would be provided by a "center" located at a sponsoring college with established resources and capabilities in the particular program/policy area. The function of that "center" would be to identify critical program/policy issues, distribute program/policy information to member institutions, disseminate research findings of member colleges, provide linkage between the colleges and national program-related organizations and offices, and lend technical assistance in conducting research and demonstration projects.

Winston-Salem State University, for example, has completed developmental research for the establishment of a Center for Housing and Community Development. Although its focus will initially be directed toward the development of a housing and community development curriculum with emphasis on certification for housing managers, inter-institutional linkages are considered with Temple University, which is investigating the

CHART I

PUBLIC AFFAIRS, PLANNING, AND ADMINISTRATION COURSE OFFERINGS AT HISTORICALLY BLACK COLLEGES AND UNIVERSITIES*

	Administration of Justice	Criminal Justice	Finance	Hospital Facilities Management	Industrial Administration	Management	Office Administration	Police Science	Public Administration	Urban Affairs	Urban Regional Planning	Urban Management	Urban Community Development
1. Alabama A&M													
2. Alabama State						●				●			
3. Atlanta University									○ ⊙				
4. Bishop						●				●			
5. Bishop State							●						
6. Bowie						●			☆				
7. Central State			●										
8. Clark			●		●					●			
9. Coppin								●					
10. Delaware State						●			●	●			
11. Federal City			●			●	●		★	★			
12. Fisk											☆	●	
13. Florida A&M			●		●	●							
14. Florida Memorial		●								●			
15. Grambling						●							
16. Hampton			⊖			●							
17. Howard			●	☆		★			☆	☆	☆		
18. Kentucky State									☆	☆			
19. Langston						●							
20. Malcolm X				●						●			
21. Morgan						★				★	☆	★	
22. Norfolk State			●		●								

	Administration of Justice	Criminal Justice	Finance	Hospital Facilities Management	Industrial Administration	Management	Office Administration	Police Science	Public Administration	Urban Affairs	Urban Regional Planning	Urban Management	Urban Community Development
23. North Carolina Central									●				
24. Paine			●			●							
25. Prairie View		●	●										
26. Rust					●								
27. Savannah State		●	●			★	●						
28. Shaw									●	●			
29. Southern Baton Rouge						●							
30. Southern New Orleans													
31. Tennessee State		●				●				●			
32. Texas Southern	⊖					★	●		⊙	★	⊙		□
33. Virginia Union										●			
34. West Virginia State		●	☆			●							
35. Wilberforce						●							
36. Xavier							●						

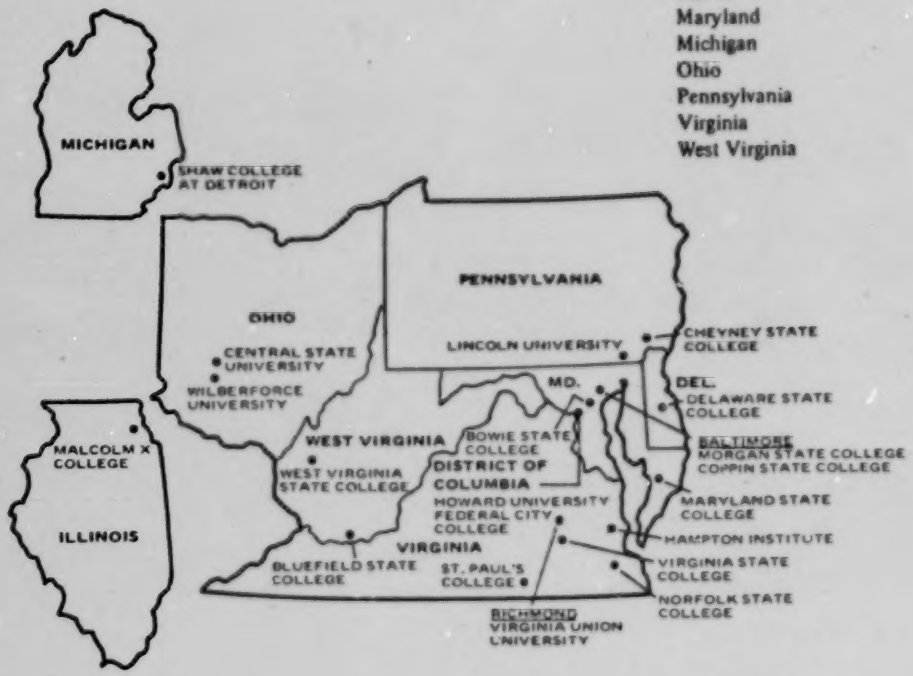
*Derived from the *Moton Guide To American Colleges With A Black Heritage*, published by the Moton Consortium on Admissions and Financial Aid, 2001 S St., N.W., Washington, D.C. 20009, and the TACTICS Black Colleges and Community Development Program Conference Evaluation, June 1973.

Code:

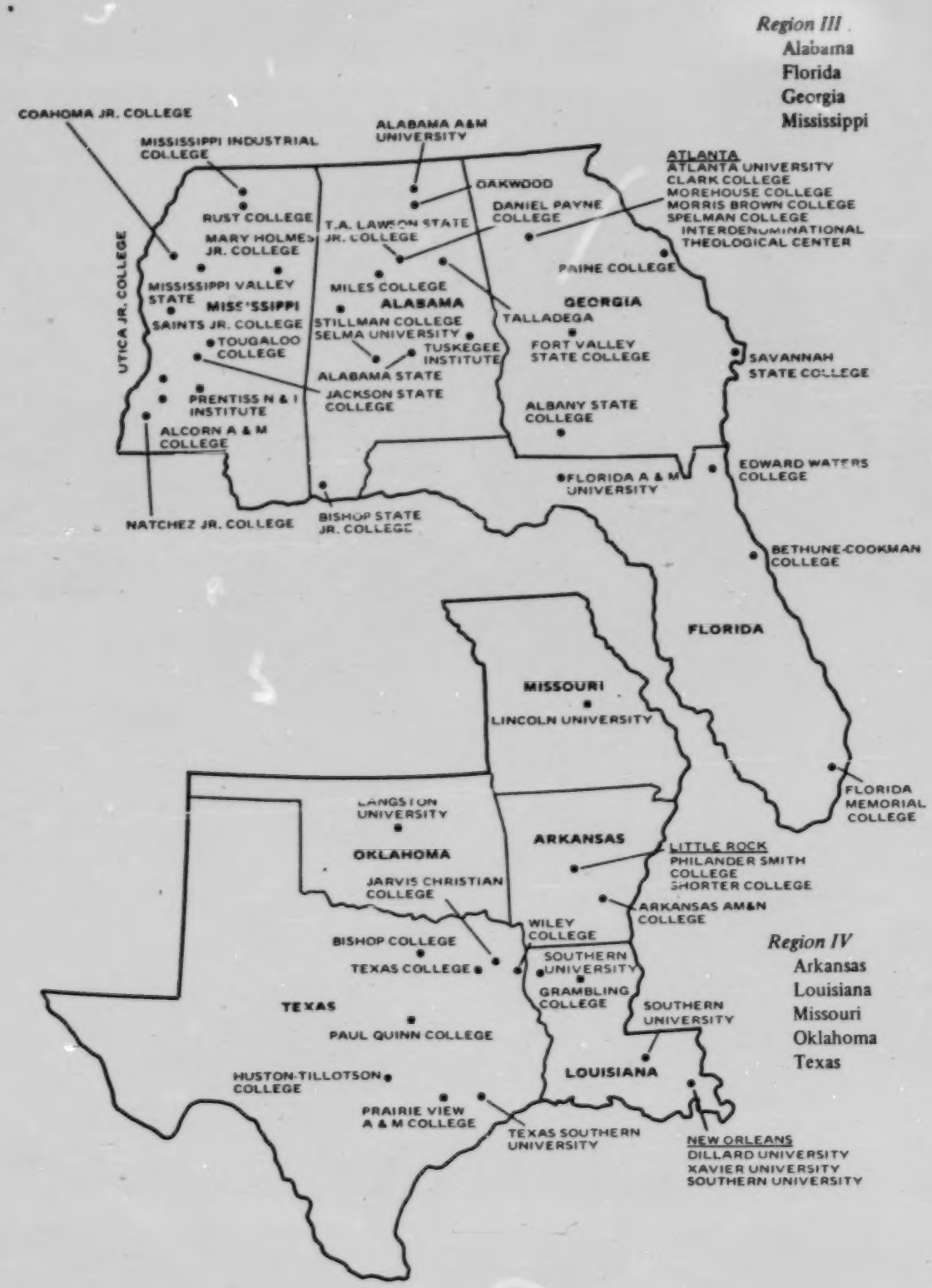
○ Graduate program leading to MA with concentration including internship
● Undergraduate major
☆ Graduate
□ Two-year program with internship; offered as sociology option
★ Graduate and undergraduate
⊙ or ⊖ Anticipated start-up September 1974

FIGURE I
REGIONAL CLUSTERING OF BLACK COLLEGES

Region I
Delaware
District of Columbia
Illinois
Maryland
Michigan
Ohio
Pennsylvania
Virginia
West Virginia



Region II
Kentucky
North Carolina
South Carolina
Tennessee


Region III
Alabama
Florida
Georgia
Mississippi
COAHOMA JR. COLLEGE
MISSISSIPPI INDUSTRIAL COLLEGE
ALABAMA A&M UNIVERSITY
OAKWOOD
ATLANTA
ATLANTA UNIVERSITY
CLARK COLLEGE
MOREHOUSE COLLEGE
MORRIS BROWN COLLEGE
SPELMAN COLLEGE
INTERDENOMINATIONAL THEOLOGICAL CENTER
RUST COLLEGE
DANIEL PAYNE COLLEGE
T.A. LAWSON STATE JR. COLLEGE
MARY HOLMES JR. COLLEGE
UTICA JR. COLLEGE
PAINE COLLEGE
MISSISSIPPI VALLEY STATE
MILES COLLEGE
MISSISSIPPI
ALABAMA
GEORGIA
SAINTS JR. COLLEGE
STILLMAN COLLEGE
TALLADEGA
SELMA UNIVERSITY
TOUGALOO COLLEGE
TUSKEGEE INSTITUTE
FORT VALLEY STATE COLLEGE
SAVANNAH STATE COLLEGE
ALABAMA STATE
JACKSON STATE COLLEGE
PRENTISS N & I INSTITUTE
ALBANY STATE COLLEGE
ALCORN A & M COLLEGE
EDWARD WATERS COLLEGE
FLORIDA A & M UNIVERSITY
NATCHEZ JR. COLLEGE
BISHOP STATE JR. COLLEGE
BETHUNE-COOKMAN COLLEGE
FLORIDA
MISSOURI
LINCOLN UNIVERSITY
FLORIDA MEMORIAL COLLEGE
LANGSTON UNIVERSITY
ARKANSAS
OKLAHOMA
LITTLE ROCK
PHILANDER SMITH COLLEGE
SHORTER COLLEGE
JARVIS CHRISTIAN COLLEGE
ARKANSAS AM&N COLLEGE
WILEY COLLEGE
BISHOP COLLEGE
Region IV
Arkansas
Louisiana
Missouri
Oklahoma
Texas
TEXAS COLLEGE
SOUTHERN UNIVERSITY
GRAMBLING COLLEGE
TEXAS
SOUTHERN UNIVERSITY
PAUL QUINN COLLEGE
LOUISIANA
HUSTON-TILLOTSON COLLEGE
PRAIRIE VIEW A & M COLLEGE
TEXAS SOUTHERN UNIVERSITY
NEW ORLEANS
DILLARD UNIVERSITY
XAVIER UNIVERSITY
SOUTHERN UNIVERSITY

management and structural consideration of housing for the elderly and handicapped; Texas Southern University, which is spearheading university acquisition of the management of the CUNEY Homes, a public housing project adjacent to the campus; Bishop College, whose focus is planning, design, and management of "New Town" community development, using Flower Mound as its laboratory; Southern University, Baton Rouge, which is developing para-professional training modules in housing; and Shaw College of Detroit, whose programmatic focus is the development of municipal acquisition and disposition alternatives for HUD-owned properties (Figure II).

The decision on the part of Winston-Salem State University (WSSU) to pursue the development of a Housing and Community Development Center was made in light of extensive surveys of curricula offerings and demonstration projects of other universities within the North Carolina State University system; statewide and regional commitment of resources to the support of such a center from public, private, and non-profit housing interests; and the determination of the efficacy of such a center in light of national and regional HUD policy.

To date, WSSU has received monies from the Office of Housing Management, Department of Housing and Urban Development, and the Ford Foundation for the planning and execution of its initial course in "Housing Management," as well as the subsequent planning of the entire curriculum. That survey developed for WSSU a programmatic agenda which inter- and co-related with the other universities within the system, as well as identified a distinctly unique focus for the institution's developmental planning. Such a commitment from HUD and the Ford Foundation was based on their willingness to assist the college in the development of feasible and viable institutional goals which also address national policy issues of vested interest to each. Figure II also points up how important technology transfer between institutions can be. Once each institution engages in its own distinctive endeavor, its findings in overlapping program concerns will be of secondary and in some cases primary value to the other cooperating institutions.

But, let us not digress too much from the explanation of the model. The special interest or special purpose status of the college would be based on the determination of areas of interest and priority for that given geographical location. Its designation, resulting from an extensive community needs assessment and strategic forecasting conducted by each college, should neither restrict nor be viewed as a restrictive mechanism which limits the college and its focus.

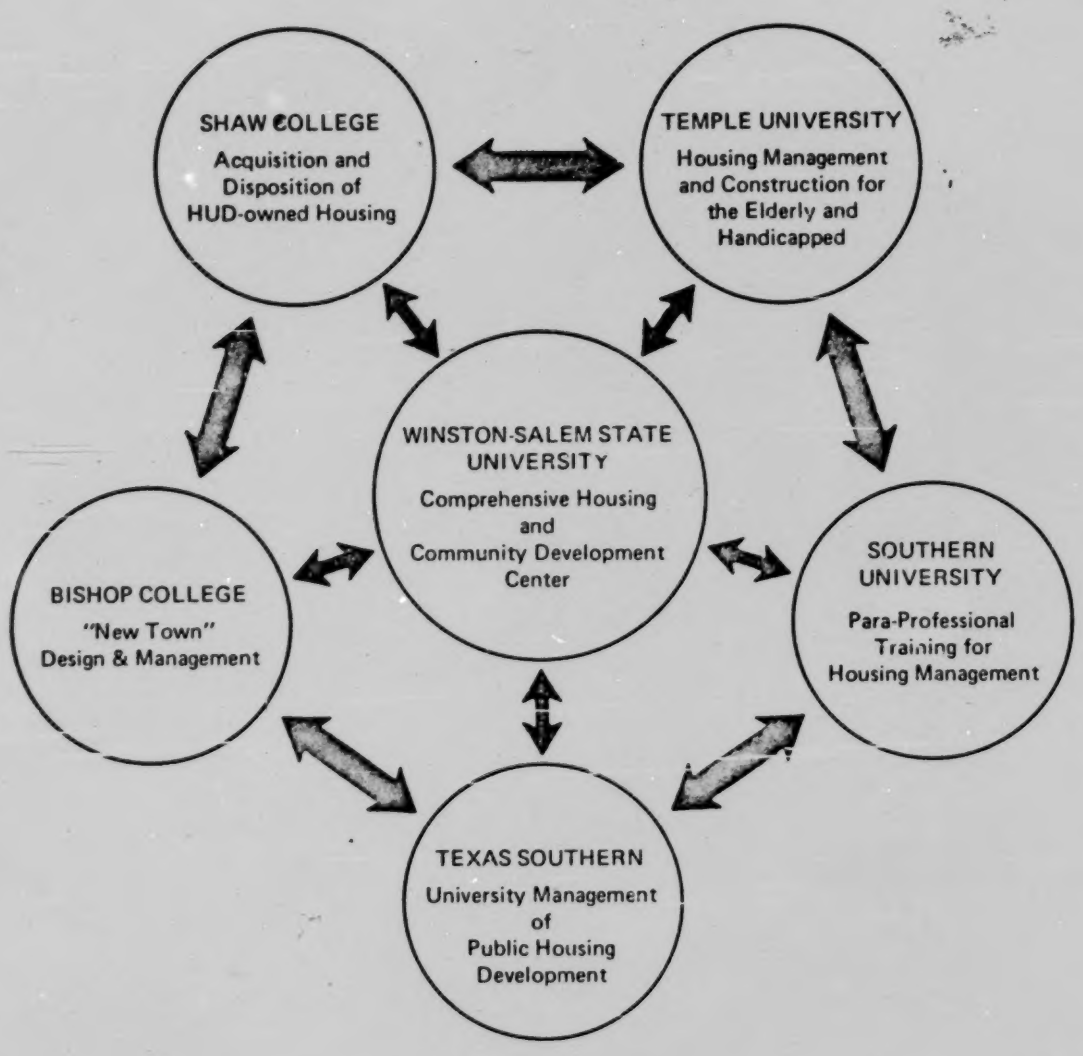
Rather, it should be viewed as a vehicle by which an entire process may be taught; a concept to be expanded upon later. Taking Texas Southern University, for example, its determination as a "Special Interest University for Urban Programming" by the State of Texas is broad enough to enable its venturing into a host of public policy/service areas. From this identification of objectives, prospective students, faculty, and staff; interested foundations; corporations; federal, state, and local governmental departments; alumni; and national and local agencies and organizations would be better able to determine the institutional direction of the college or university.

This fact has great significance for staffing patterns and funding strategies. In each case, the efforts at interface would by necessity have to be more directed and specific. Resultingly, faculty, organizations, and governments that share a common program/policy area interest will gravitate toward a particular college by virtue of the nature and quality of the course offerings and data generated.

Such a mechanism would also serve to attract students interested in particular areas of programming. This, conceivably, would add elasticity to the educational services being provided by Winston-Salem State University, for example, and enable it to draw students from a wider population base, i.e., individuals interested in housing and community development, code enforcement, regional and metropolitan planning, etc., as well as service delivery and administrative practitioners within the present housing and community development system who desire career up-grading.

Carrying the illustration further, such a specification would require a reorientation of trustees, administrators, faculty, and students alike. Rather than continuing as a strict "arts and letters" institution providing a broad-brush orientation through a host of core courses and areas of emphasis, a college may wish to continue to be termed a liberal arts university, but develop a program/policy emphasis in housing and community development. As such an institution, it would engage in research and development directed toward the generation of information and data of significance to the housing and community

FIGURE II
WINSTON-SALEM STATE UNIVERSITY
HOUSING AND COMMUNITY DEVELOPMENT CENTER
POSSIBLE INTER-INSTITUTIONAL LINKAGES


SHAW COLLEGE
Acquisition and Disposition of HUD-owned Housing
TEMPLE UNIVERSITY
Housing Management and Construction for the Elderly and Handicapped
WINSTON-SALEM STATE UNIVERSITY
Comprehensive Housing and Community Development Center
BISHOP COLLEGE
"New Town" Design & Management
SOUTHERN UNIVERSITY
Para-Professional Training for Housing Management
TEXAS SOUTHERN
University Management of Public Housing Development

development policy sciences, locally as well as nationally. It would be a function of the "Center" to urge a comprehensiveness of program/policy focus among its network members. As Tansik and Radnor suggest:

> We must develop an organizational policy which recognizes the autonomy and singularity of each of our institutions in terms of their goals and their capacities, and that which gauges their worth on how effective they are.[2]

How the Role Can Be Carried Out

Several black colleges have assumed a leadership role in an enlarged program of community development, urban affairs, and rural programming. Texas Southern University, for example, speaks of setting up a School of Communication and Human Understanding.[3] A major program unit is also to be established–School of Public Affairs and an

outreach internship program—for preparation of urban professionals for entry at key points in the university itself, and in local, state, and national decision-making agencies—governmental, corporate, and others. This is a comprehensive program with all facets of the institution embracing some aspect of the increasing urban needs brought in by the rapid growth of technology.

Within the College

When one considers that education is not for education's sake alone, and that upon completion of a prescribed curriculum at any university most individuals expect to engage in either governmental, industrial, or private enterprise, it becomes necessary for colleges to assume the responsibility of providing students an understanding of the interplay between these three spheres. This understanding is even more critical for black students whose experiential base generally does not naturally afford them such an orientation. What follows is the component of the design which makes understandable the "system," provides for the development of leadership, generates needed information and orientations to program/policy-related matters, and provides a resource base that can be utilized by governments, businesses, community organizations, and ordinary citizens.

Creating the Atmosphere

Prior to any institution's determination to become an agent of the development of policy sciences, it must first of all look at itself as a policy-making system. "Innovative policy recommendations stand very small chances of being carefully considered, adopted, implemented, and revised unless the policy-making system develops new capacities for creativity, consideration, implementation, and feedback."[4] New patterns of decision making are called for. In those instances where only a few have traditionally had the responsibility and authority to make decisions, that power will have to be shared. Just as the power is shared, so too are the liabilities and the shortcomings of the decisions. This new pattern of decision making will identify institutional needs and requirements that will warrant changes in many of the elements of the policy-making system. As has been experienced by Shaw University and Texas Southern University, these changes have meant new configurations in personnel, structure, "rules of the game," equipment, and, perhaps most important of all, "policy-making culture."

Thorough internal analysis has revealed for these and several other schools that changes in institutional output with respect to their being able to effect a meaningful number of policy decisions—which might relate to innovative and non-traditional education, urban planning, housing, etc.—could only be achieved through changes in the performance of the whole institution as a policy-making system. Therefore priority was placed on improving the overall policy-making capacity of the institution rather than on one or two isolated policy outputs.

Curriculum

Because most black colleges are undergraduate institutions, the focus of the design is toward undergraduate education. The logical linkage to development on the graduate level will become evident, shortly.

Freshman and sophomore curricula offerings could remain essentially the same with minor adaptive changes in the manner in which core information is taught. For example, grammar would be taught while utilizing and reinforcing the basic tenents of set theory. Composition courses would be based on writing requirements from other departments (banking, sociology, biology). Research courses would be designed around pragmatic and utilitarian concerns of local and national policy significance such as the identification of local ramifications of a national land-use policy, the cost-benefit analysis of curbside as opposed to alley pick-up of refuse, the feasibility of the installation of a multi-county water and sewer project as opposed to an independent system installation.

The thrust of the curriculum design after that period would lie in teaching the "planning-implementation-evaluation" process. This process would be provided using the program/policy area as a vehicle. Thus, as is the case with Winston-Salem State University, third- and fourth-year curricula would be planned which reinforced the development and dissemination of information in the area of housing and community development.

Regular course offerings would be developed which provide students a sound theoretical undergirding in the program area of interest. In addition, seminar series, internship programs, demonstration projects, and applied research would be built into the fabric of the entire accredited program of that institution.

Because resources are to be drawn, for example,

from the various components of the institution, community, and housing industry, it is not difficult to decide upon that activity or set of activities which meets both the informational needs of the jurisdiction and the capability of the institution. Such an interchange provides students positive role models, direction, and actual experience in decision making and policy analysis, formulation, etc. From such a well-integrated developmental team, direction and monitor is provided the programs and the students; this becomes the basis for realistically expecting students to assume a responsible role in the planning, implementation, and evaluation of each activity engaged in by the institution.

Other Structural Changes

The structure of many black colleges calls for radical changes to encompass viable programs for training careers in public affairs. Special institutes are planned for public officials who need to be provided information to impact upon and alter chronic or festering rural and urban problems. Improved training programs for local government leaders and workers such as clerks, planning board members, city councils, etc., too, are advocated. Many of them are not equipped to handle the multiplicity of complex problems they now must face; so the universities must find ways to serve the varied needs of these public servants.

University without walls; week-end colleges; continuing education for para-professionals, the veteran, and other adults are all a part of a vigorous public administration program. Para-professionals are often dealing with problems of day care, social disorganization in the inner cities, meeting minimum national needs in rural areas, etc. Black colleges would do well to focus the training for this group on the particular content of their jobs, but at the same time provide a broad educational component which could lead to upward mobility of the non-professional.

The recent Carnegie Commission report supports the enhancement of other channels, including on-the-job training, proprietary schools, education by off-campus extension courses, and national service opportunities.[5]

Black colleges in developing mentalities for thoughtful, thorough public affairs programs should delve deeply into operations research. They should develop mechanisms to concert community organizations and professional planning bodies, pre-professionals, academic researchers, and practitioners from other disciplines to design and implement new innovative projects aimed toward social change. Such activities could serve as a base for sound policy analysis, determination of the use of time and monies, etc.

Recommendations

A variety of new academic ventures and models are necessary to train a cadre of people to perform well and comfortably the public affairs educational functions.

1. *It is recommended that a human services curriculum be included in this effort, as public administration has important contributions to make in human services; such a curriculum is well within the focus in public administration on planning and policy making in complex systems.*

Since human service is a new field or a new approach which relies firmly on (but in no way duplicates) other fields or other services, considerable care must be taken to fashion training which incorporates specialized knowledge and problem solving, but within an integrated framework. Somehow the academic "pie" will have to be fashioned differently to include a holistic human service training approach. Such a curriculum could include specialized training in:

1. Politics, power structures, and policies in human service policy processes and networks;
2. The methods, procedures, and processes of planning and policy making in human service systems, including regional planning for individual services and integration of services;
3. Management of the human service enterprise, including examination of the changing role of individualized service in integrated human service programs and strategies and methods of organizational change which accompany new modes of delivery;
4. Interagency relationships in multi-service delivery programs and in networks of independent agencies; and
5. Models of delivery in human services programming and alternative delivery system for the human service.[6]

2. *Consistent with the paradigm of human resource development and human services, it is further recommended that such curricula provide a vehicle that enables students to receive experience in alternative modes of communication.*

Activities must be developed which create real learning situations in which the student can confidently make the conversion from being

"managed" to considering himself a "manager;" from being planned "for or against" to being a "planner." Such a status entails a facility in varying modes of written and verbal communications; proficiency in managing people, minorities as well as non-minorities; and technical competence.

These situations would provide the opportunity for the natural, generally untapped, leadership ability of the students not only to be identified, but also nurtured and enhanced. What the students choose to do with that information would be their own business. What the college would have provided is a real situation from which students could discover their own competencies. The choice after that point would be personal.

Following our example further, at WSSU, situations and activities would be designed in which students would have to write and speak about housing and community development. Arrangements would be made for students to make formal presentations of feasibility studies, research findings, etc., to regional planning boards, housing authorities, community organizations. Education and engineering majors would develop simulations that varied in complexity from those that elementary school-aged children could learn from to those that could be used to bring understanding between two local and regional planning groups. Thus, communication would not be only about the hypothetical, but also about abstractions and pragmatics which have specificity in the real world. Versatility, creativity, innovation, and responsibility would be key because the situations would preclude that to be the case.

Carrying the illustration further, rather than dispensing with the "down-home" or "ghetto" dialects most blacks come to college with, students would start to identify for themselves the situations when those modes of conversing are not only useful but necessary in order to derive the data which must be translated into "proper" English for broader impact, consumption, and effectiveness. As well, they would discover that the reverse of that process is just as essential in getting the legislative and program-related information out to the "people."

Moreover, these new learning situations would avail the student the opportunity to identify for himself the aspect(s) of the delivery system for which his personality and host of skills are best suited. Skill development would be based on the task or function the student would be expected to perform in a given activity. This non-threatening situation would provide an added incentive for achievement and excellence. The responsibility for the success or failure of a project or venture would be tied not only to the team's (practitioner, student, academic, citizen) effectiveness in executing its task, but more importantly to those students' effectiveness in learning to manage that entire system, which enabled them to complete their task.

3. *Intern programs, demonstration projects, and applied research must be tied one to another and integrally with priority program/policy needs of the attendant jurisdictional community.*

Consequently, the findings, outcomes, accomplishments, and information would have utility not only to the college but also to the local, regional, and state governments; businesses, civic organizations, etc. It is here that actual participation by the American Society for Public Administration is sought to assist in identifying local and jurisdictional needs as well as resources that may be called upon to assist in execution of these projects.

4. *In order to accomplish the above, it is recommended that alternative reward systems be developed by educational institutions which positively sanction active leadership on the part of faculty.*

Faculty, too, would be expected to engage in comprehensive planning, identify problems and resources, direct solution approaches, and monitor research, internship, and demonstration procedures. These activities would logically become the basis of innovation and creativity and provide situations in which academicians, practitioners, and students begin to collectively program toward the solution of common problems. Through it, the dynamics of a reciprocal system of responsibility become not only theorized but practiced.

The permanence of the black college enables the process to continue. Students will come and go, but the process, *the teaching mode*, remains as the college assembles a wealth of pragmatic and functional information. Such activities would open communication and develop viable working relationships between entities whose lines of contact have in some instances been strained, such as between professor and student, between the college and government, between the college and the community and—most importantly—between the government and the community.

The thrust of research and demonstration projects would, by its nature, assist municipal govern-

ments in identifying community needs, problems, and the resources with which to address both. Services provided may range from transportation feasibility studies to the development and sponsorship of weekend training workshops for local, county, state, or regional municipal workers, to programming consumer information "spots" for broadcast on public service TV.

A logical outgrowth of such a process is that students, upon graduation, will have a clearer understanding of the system within which they find themselves operating. The type of graduate program to be pursued from that point would be based more definitively on their assessed strengths and competencies. Such an undergraduate mode would also offer black undergraduate schools an acknowledged basis from which to develop graduate programming that is distinctive from course offerings elsewhere.

5. *Prior to the establishment of new schools, programs, and degree offerings, existing programs should be closely examined as to the efficacy of their conversion.*

The previous chart indicates that a sound basis for education in public affairs, planning, and administration is already existant on more than a third of all black college campuses. It would be wise to test the utility of each or combinations thereof in order to determine how best to respond to specific and local resource demands. Such an analysis would allow the school adequate time to develop program linkages, overcome political hurdles, and assure the legal integrity of their planned endeavors. Such a redeployment of personnel and financial resources would also appreciably decrease the cost and increase the effectiveness of the planning phase.

6. *It is recommended that the National Association of Schools of Public Affairs and Administration (NASPAA) take the initiative to assist black colleges and universities in the design and redesign of public affairs programs.*

With the number of black elected officials in the United States having more than doubled in the last four years from 1,185 in 1969 to 2,621 in April 1973,[7] there is developing a "corresponding increase in the demand for professionally trained minority group members at all levels of municipal government."[8] Located in urban and rural sectors from which many of the black elected officials derive their support, the movement of black colleges into public affairs, planning, and administration education seems more than adequately justified and supportable. If that trend continues augmented by the realization in responsible local governments that there is need for minority perspectives and racial balance in municipal governmental decision making, the demand for skilled and experienced minority participation will become increasingly more crucial.

This is particularly significant because in recent years will over 70 per cent of all black college graduates receiving undergraduate degrees did so from historically black colleges and universities. If there is any truth to the thought that minorities entering undergraduate or graduate programs in public affairs and administration come with inadequate skill bases with which to handle course offerings, then that issue presently demands to be faced squarely as it receives policy consideration by NASPAA.

7. *It is further recommended that existing Conferences of Minority Public Administrators (COMPAs) in conjunction with local ASPA chapters urge their membership to actively support:*

a) ASPA-sponsored seminars and regular local meetings on black college campuses,
b) student ASPA chapters on black college campuses,
c) recruitment of ASPA members from black college campuses,
d) identification of related professional and special interest organizations as part of the on-going planning, implementation, and evaluation process.
e) exploration of state and local officials taking the initiative in involving more educational institutions, both black and white, in local community decision making, and
f) utilization of ASPA members on both a full- and part-time basis to expand public affairs programs at black colleges and universities.

Conclusion

Black colleges and universities, in seeing themselves as resources, are intent on becoming forums which bring together community people, who are both fearful and distrustful of local government, with public administrators and planners who tend to be the source of such feelings. Provided, as a result, will be equalitarian systems of information exchange which hopefully will form the basis of enlightened and responsible policy formulation.

Moreover, the methodologies would be provided by which black colleges would be given the

entree to furnish their students the exposure to facets of the system which have generally been categorically denied them. This would further serve to proselytize the broader educational community to the merits of meaningful integrated planning.

It is to be noted that these recommendations deal not only with the symptoms of problems expressed by students, institutions, and governments alike; but they also focus on possible root causes of limited exposure of blacks to the operational bases of the "system" and likewise those operational bases to blacks. Such a relationship might well mark the beginning of a new educative process, not only for blacks, but for the entire public affairs community. Clearly much of the foregoing may seem like a tall order; but while there is a void, there is movement.

Notes

1. Paul R. Anderson, "The University in an Urban Society," an inaugural address given by the president of Temple University, May 1, 1968.
2. David A. Tansik and Michael Radnor, "An Organization Theory Perspective on the Development of New Organizational Functions, *Public Administration Review*, Vol. 31, No. 6 (November/December 1971), p. 644.
3. G.M. Sawyer, "The Urban University: Toward Harmony or Hiatus?" paper presented at a Regional Conference on the Urban Involvement of Higher Education, April 5, 1974, Braniff Place, New Orleans, pp. 16 and 18.
4. Yehezkel Dror, *Design for Policy Sciences* (New York: American Elsevier Publishing Co., Inc., 1971), p. 74.
5. *Priorities for Action, Final Report of the Carnegie Commission on Higher Education* (New York: McGraw Hill Book Company, 1973).
6. Robert Agranoff, "Human Service Administration: Service Delivery, Service Integration, and Training," in *Human Services Integration*, special publication of the American Society for Public Administration, March 1974, p. 50.
7. *National Register of Black Elected Officials* (Washington, D.C.: Joint Center for Political Studies, May 1973), p. 8.
8. National Conference on the Role of Minorities in Urban Management and Related Fields, *Proceedings of First National Conference* (Washington, D.C., 1973), p. 14.

CONFERENCE OF MINORITY PUBLIC ADMINISTRATORS

Rose M. Robinson, *U.S. Civil Service Commission*

The Conference of Minority Public Administrators (COMPA) is an affiliate of the American Society for Public Administration. Organized following the 1970 annual ASPA meeting, COMPA has identified organizational objectives which encompass two broad areas of concern. The first of these is improvement of the quality of public services affecting the lives and well-being of minority citizens. The second is expansion of opportunities for members of minority groups to assume leadership roles in public service. Program activities which have been undertaken by COMPA have fallen within these broad areas.

For example, as one of its regular activities, a COMPA chapter conducts workshops involving minority administrators in federal, state, and local governments; academicians; students; and other interested persons. These workshops are providing opportunities for fruitful dialogue among the participants, addressing some of the unique problems confronting minority administrators, as well as strategies for extending spheres of influence, for institutionalizing minority perspectives in the conduct of government, and for sensitizing policy makers to the differential impact of certain policy decisions on minority citizens. As an added feature of the most recent workshop, representatives of public agencies and universities were invited to conduct interviews with participants interested in employment. Based on initial response to it, this feature will probably be retained and expanded. Examples of other COMPA activities related to its over-all objectives appear elsewhere in this discussion.

COMPA to some extent regards its second objective as further articulation of the first. This is because it firmly believes the quality of public services to any population is affected by the

The opinions expressed in this article are those of the author.

PFI MODEL: WAVE OF THE FUTURE

The establishment of PFI clearly transcended the substantive impact the original model had generated in terms of basic processes and organizational design(s) necessary to implement a comprehensive strategy to ameliorate community problems. PFI's probabilities of success were banked on three pivotal factors: (1) its ability to integrate the resources of pertinent agencies whose linkage had been established through the original model, (see Appendix G); (2) the intangible resource of goodwill emanating from federal, state, and local government sources, top-flight educators, local political leadership and professional direction from public interest groups, (see Appendix H); and (3) the material resources of good personnel, time and knowledge (see Appendix I).

Other major factors which grew from problems inherent in the developmental process, whether theoretical or academic in character, were PFI's innovative leadership in adoption of basic governing policies which support the proposition that educational curricula should be responsive to shifts in the means of addressing urban-rural-metropolitan problems; that participatory leadership, i.e., use of local leadership and citizens as a primary source for stimulating project planning and policy analysis, would serve a broader community interest than evidenced in the past; and that

community development through the process of community education and strategic action is imperative, expecially when organized and operationalized toward goal achievement by the community itself. That is, PFI and its constituent institutions make available to the community its resources, knowledge and skills, but leave decision-making in local affairs to the local citizenry.

What was derived from these factors became phase one of a streamlined action component. Board members of PFI, having been the custodians of educational policy, authority and integrative policy-planning approaches, correlated an action approach in the framework of anticipated trends of the pending community development special revenue-sharing block grant program. To compliment these trends, the prime contract was amended, specifically calling on BCCDP to organize workshops for Black schools and provide basic information on the concepts of general and special revenue-sharing; design and execute a basic uniform needs ass essment process, and strengthen and expand existing consortial units.

These mission-oriented process elements became the fountainhead for major developmental potential given that the original model mechanism had put BCCDP in the forefront of assessing the needs and problems of the community, thus upgrading quality indices for anticipated performances. This inventory and evaluation (contextual in nature) weighted with predetermined, well thought

out levels and types of intervention, encouraged that a more realistically policy-oriented decision criteria to be utilized by PFI board directors.

With a full-scale experimental prototype model to test the payoff potential that can accrue given operational and environmental constraints, (see Appendix J) PFI executed a plan-of-work that would implement a comprehensive educative community development process. It included elements of need analysis documentation; techniques of policy planning and analysis; and project planning, programming, implementation, management, monitoring, and evaluation; all interwined with established consortial work areas and participation by respective local constitutencies. The primary defect of the plan-of-work was the isolation of those specific problems deemed inconsistent with long-term success in academic terms. This, however, was effectively counterbalanced by the cultivation of inter-governmental dialogue which served to establish working communication linkages between the practitioner concerns and operational goals of consortial members and participating community development-oriented agencies.

Based on full consideration of Black colleges' community development needs and the need for relevant interactions, BCCDP developed three program instruments to facilitate a proactive role as opposed to a reactive role with respect to meeting the challenge for major developmental innovations. The instruments

were in the form of workshops and roundtable sessions held on general and specialized revenue-sharing; modeling of data gathering and needs assessment analysis; and public policy simulation. Each workshop-conference is presented in capsulized form below:

Town & Gown Workshop A two-day conference filled with information exchange concerning revenue-sharing and its impact on Black Colleges as process participants. Attracted wide assortment of top HUD policy makers, state and local leaders involved with the community development process, and academicians. Special features included a work session on utilizing strategic forecasting as a tool for analyzing social and economic trends as constructs for determining the best means of mainatining the survival potential and viability of Black institutions of higher education; and discussion of the issues involved in citizen and university involvement. (See Appendix K.)

Community Needs Assessment Symposium. This symposium represents the capstone of a broad pyramid of participating agents and process elements necessary for undertaking community needs assessment strategies. The symposium was an intergovernmental effort drawing on the skills and knowledge sources of local elected officials, academicians,

students, citizens, urban planners and public administrators, all of whom were faced with a series of actual local problems of pressing and significant developmental consequence to the city of Raleigh, N.C. The emergent model has implementability, transferability and a highly predictive quality and is helpful in giving quantified dimensions to local problems. (See Appendix L.)

Public Policy Simulation Symposium. A student-focused project which provided the basis for a considerably broad insight into the processes of public policy formulation. The different approaches, analytic procedures and evaluation criteria proposed by national policy experts were challenged intensively by future public administrator practitioners who refused to accept resolution of issues without thought and calculation. (See Appendix M.)

There were several very noteworthy aspects of these workshops. The participants exhibited great eagerness and willingness to move beyond symbolic solutions to problems in order to grapple with and identify the necessary and basic activities that will begin tc alleviate constraints that have previously limited effective involvement in program planning and implementation. Also, the workshops generated an increased demand for decision-making groups

(both governmental and private) to pursue substantive actualization of genuine equality of opportunity programming to all citizens; thereby short-circuiting intense and complex ideological disputes between voices of moderation and the forces of radical change.

In dealing with vital issues of community development, the BCCDP created a climate in which the role of Black institutions would be either mission or non-mission oriented. The BCCDP succeeded through an appropriately restructured program in becoming an important tool for selective Black colleges to mobilize the forces of change and offered the structural mechanism to achieve the fundamental objectives of rural-urban-metropolitan development. Rigorous analytical and experimental applications confirmed the integrity of BCCDP planning system by welding together community developmental problems with institutional capabilities and resources in order to bring about changes in local conditions.

NEW LEARNINGS AND RECOMMENDATIONS

PFI has attempted to confront past consortial problems with a new experimental design which utilizes presidents of participating institutions as the focal point of policy formulation and direction. Strong emphasis on developmental programming of an inter-organizational nature is advocated for its constituency. Other colleges and universities should review the arrangement in the context of accountability and information transfer systems before considering a similar configuration.

The PFI consortial model allows for a systematic sampling of all types of Black colleges and universities, nationally. As such it creates a broadly structured basis for analysis. In a survey conducted by PFI, colleges, agencies and foundations were found to be countervailing forces which greatly contributed to inhibitive attitudes and actions. Moreover, the lack of clearly defined structure, policy and procedures on the part of educational institutions and municipal offices, alike, tended to preclude the community responsiveness that all parties indicated was their overall objective.

By definition, the educational institution must conduct internal and external needs assessments in order to be in the vanguard of broad-based direction setting. One method of accomplishing this is through the process of defining self, correlating institutional roles

with environmental assessment findings, deciding courses of action, establishing priorities in light of individual, community as well as consortial findings and reviewing alternatives from a broadly drawn perspective.

From an orderly and timed progression of developmental events, a relatively wide range of options can be operationalized in substantive terms. However, while PFI-type consortia can be a significant stimulus and major factor in overcoming obstacles to the implementation of a college community development program, much remains to be done in the continuing task of defining the programmatic mix and/or variety of new approaches to actually solving the problems of community development and particularly the role of Black institutions in the process.

For example, the workshop-conference forum attempted to bring together practitioners of urban-rural persuasion, academicians, and governmental policy makers. The objective was to have a meaningful exchange of experiences and perspectives regarding policy formulation processes and have extensive deliberations on how most effectively to mobilize citizen and academic groups, especially those mandated by federal statute and charged by city governments. In each instance the relative effectiveness of intervention strategies hinged on the development of a new set of rules which actually accommodated citizen participation in policy goal-setting. The possibility of actualizing such new mechanisms requires a sustained

effort to overcome racism and educational elitism which quite often cloud the processes of issue identification and problem resolution. The limitations of manpower and financial resources allowed the BCCDP to pay only scant attention to the mobilization of community-based resources aimed definitively at problem-solving.

The PFI model has evolved from a rational set of assumptions, established its structural soundness and been analyzed from the standpoint of planned change. As such it can best accomplish its mission by:

- establishing an information exchange system to disseminate the maximum amount of needed information. A national coordinating facility for the selection, storage, analysis, retrieval, and dissemination of information, knowledge, and data relative to community development must be developed with decentralized features.
- establishing programs to encourage and facilitate the mobility of technial assistance personnel between federal, regional, state, sub-state regional and local staffs and the constituent institutions of a PFI-type network.
- conducting evaluative research designed to assess intended and unanticipated effects of programs such as those mentioned in this report. Such a refinement

of strategic action systems can contribute positively to future program implementation.

- exploring the feasibility of new and additional intervention strategies in light of high-jeopardy factors which may hinder present program implementation.
- expanding in-house capabilities, diversity of interest and training programs for academicians, students and citizens at institutions which have conducted extensive self-study activities.

To avoid the inference that a developed and tested model can be construed as a model acceptable to all, the following recommendations will comprise specific areas in which the model should be enhanced if it is to become widely adopted as workable.

(1) Effort should be taken to more broadly define and apply the operations and mechanisms of the PFI consortial arrangement.

> Since the consortium is made up of institutions that have vested interests, every attempt should be made to insure that all the members of the consortium have a definite understanding of the consortial concept of institutional change. The role of each participating institution must be clearly defined individually as well as cooperatively. Once done, this approach, if developed to its maximum extent, can be a helpful mechanism in furthering the objectives and the role of Black Colleges.

(2) The Department of Housing and Urban Development should use this appraoch as a vehicle to gather and utilize hard data

that will aid further in carrying out the objectives of the Housing and Community Development Act of 1974.

> In addition to its utility as a broad-based community approach, the mechanism of single purpose workshops as developed by PFI have proven to be a viable method for developing and sustaining interest in new inter-institutional (educational, municipal, civic, business) approaches to community development.

(3) The workshop conference format with a telecommunications overlay should continue to be used as a vehicle to bring together practitioners of urban-rural development, academicians, governmental policy makers and citizens of the community exchange information and give direction and a perspective to the processes of policy-formulation.

> Because of the limited resources for more creatively utilizing multi-media approaches to information dissemination, the equipment and facility capabilities of many Black colleges and their communities have not received maximum utilization. To provide participating consortial colleges with current facts and figures in a timely manner, relevant information must be selected, stored, analyzed, retrieved and disseminated in a variety of decentralized configuration in order to accommodate more participating colleges, offices, agencies, and organizations.

(4) A "Black Colleges' Goals and Policy Statement in Community Development" must be developed which delineates community development planning priorities, formulates organizational

concepts and designs, establishes coordination, and develops policy review directions and procedures within a comprehensive geographical and functional framework.

> Such a statement would serve as a standard and goal by which institutions which are developing programming in community development, public affairs and public administration can judge the soundness and viability of that programming. Since that statement will be periodically updated, its reflectiveness of present day as well as future circumstances and trends will be assured. This approach further eliminates duplication of effort, increases efficiency and foregoes fruitless and confusing conflict among participating institutions. Moreover, it establishes a consensual guide and philosophy by which Black colleges participate with other national colleges and universities.

(5) Enabling legislation for state-supported institutions must be reviewed in order to determine whether an institution is legally authorized to pursue institutional goals which are consistent with a comprehensive "Black Colleges Goals and Policy Statement in Community Development."

> Presently, many institutions would be in violations of their state charters if they chose to pursue community development as a programmatic thrust. If their mandates could be revised in order to enable their involvement in such areas, individual institutional goals could be reset in order to more closely parallel changed times. This, by definition, would provide institutions with baseline financial resources to pursue a variety of

programmatic areas. Moreover it would provide the legislative clearances to proceed toward the adoption and implementation of strategies aimed toward community development problem-solution.

(6) Definitive steps should be taken on the part of Black colleges to seek out both elected and non-elected officials in order to discuss actual points of mutual interest and benefits.

The perceived unattractiveness of Black college participation in community development activities is a function of the inadequate means by which the colleges' resources have been sold to local decision makers. The greatest receptivity has occurred in response to the officialdom's acknowledgement of potentially positive impact that such institutional involvement would have on overall development within their particular locale.

The relevancy of the above items strikes at the very magnitude and complexity of program areas which presently fall within the framework of operational, developmental, and human support systems currently being devised by PFI. To the degree that Black institutions have been the most financially malnourished segment of higher education in the USA, they have been the symbol and embodiment of change. Such program areas could serve a magnificant dual purpose of transforming community development obsolescence, while at the same time generating substantial community enrichment and growth.

However, a candid appraisal of past BCCDP activities indicates that in addition to the required support systems recommended, the

projected work plan requires a level of effort and expenditure far in excess of that utilized in the past. Thus, along with the identification of those outstanding concerns described above, as well as the experimental nature of the configuration, additional financial support from foundations and corporate entities should be sought in order to fully operationalize the program efforts.

Implementation of the recommendations in this report is necessary if Black institutions are to remain as much the "instrumentation" source of new community development strategies as the agriculture extension model did in the past. Taken as a whole, the advocate evaluation process from the inception of BCCDP to this period of history, shows that evolution must be consonant with further planning and implementive programming.

APPENDICES

Appendix A

TACTICS

Black Colleges and Community Development Program

EXECUTIVE COMMITTEE

Dr. E. A. Boykins, President (Chrm.)
Mississippi Valley State College

Dr. Vivian W. Henderson, President
Clark College

Mr. William L. Craig
Norfolk State College

Ms. Beatrice Hunter
Washington Technical Institute

Dr. Martin D. Jenkins
American Council on Education

Dr. Walter Johnson
Bishop College

Mr. David L. Leaver
Bethune-Cookman College

Dr. Suresh R. Londhe
South Carolina State College

Mr. Eddie Martin
Fisk University

Dr. Rogers J. Newman
Southern Regional Education Board

Dr. Eugene Williams
Fayetteville State University

PROGRAM STAFF

Dr. Van S. Allen
Executive Director - TACTICS

Mr. Mahlon J. Griffith
Assistant Executive Director
TACTICS

Ms. Mildred J. Flowers
Conference Coordinator

Ms. Beverly A. Pettiford
Editor - TACTICS "Interact"

Ms. Cheryl J. Dobbins
Associate Director for
Program Development

Appendix B

International University Development
Activities
1974-75

The TACTICS efforts in the interest of developing an International University thrust, involving the historically Black colleges of the nation, has continued, more or less, under the momentum of the interest generated within the interested colleges themselves during the initial year of activities covered under H-3563 Grant.

Limited resources for carrying out the necessary program and agency explorations that are essential to the development and activation of programs having international implications has necessarily restricted efforts in the latter directions. However, movement in this direction has continued.

Evidence of the above mentioned movement is seen in the following developments that have been initiated and carried out by TACTICS since February 1974:

1. Consulted with U. S. AID officials regarding making available to TACTICS, on a part-time basis, the services of one of its long time employees and an expert on Africa, Dr. William Reed. (February 1974)

2. U.S. AIDP made Dr. Reed's services available to TACTICS with the agreement that TACTICS would underwrite the cost of one-half of his salary, and that Dr. Reed would be assigned to the North Carolina A&T State University to carry out his assignment with TACTICS (TACTICS was unable to secure the other half of Dr. Reed's salary and N.C. A&T State University, because

of its interest in this area agreed to underwrite the other half of Dr. Reed's salary).

3. March 23 & 24, 1974, the TACTICS Policy Board asked the Phelps-Stokes Fund, in its Assisting Agency capacity to TACTICS, and because of the organizations long history of relating to the various African nations, to provide some leadership to this TACTICS' effort, which the Phelps-Stokes Funds TACTICS' component personnel agreed to do.

4. March 28 & 29, 1974, Dr. Lewis C. Dowdy, called a conference of college leaders at Capahosic, Virginia for the purpose of exploring "next steps" in the process of evolving plans for international involvement of the colleges with the developing countries of Africa.

5. In April 1974, contact was made with Dr. Calvin Raullerson, a specialist on Africa and African Affairs, regarding the development of a concept paper designed to attract the funds needed for facilitating program planning and development for an international thrust on the part of the colleges

6. The above contact was followed up with the development of the type document mentioned above, the cost of which was underwritten by TACTICS.

7. Meanwhile, explorations with representatives of the Lilly Foundation evidenced an interest in supporting the proposed type efforts, and based on this interest, two conferences were called by TACTICS to explore with said representatives the possibilities for Lilly funding such an effort (July & August 1974).

8. A Conference, including TACTICS personnel, Assisting Agency personnel, and officials of NAFEOHE, was held with U.S. AID personnel to further clarify possible interests and roles that might be played by Black colleges on the international scene (Mr. Theodore Brown, of U.S. AIDP, hosted this Conference in July 1974).

9. The above mentioned program prospectus was completed and submitted to The Eli Lilly Foundation in September, 1974, and is still pending.

10. In the meantime, NAFEOHE, the organization of Black college presidents, has asked Dr. Wendell Russell, Chairman of the committee of presidents, to relate to AID, to work with TACTICS in furthering its efforts to bring the historically Black colleges into international perspective (March, 1975)

11. Dr. Russell, in the above capacity, has initiated contact and dialogue with Mr. Theodore Brown, of U.S. AID, which

has resulted in a call for a meeting of TACTICS and NAFEOHE personnel at an early date, to discuss operational mechanics that will be acceptable to U.S. AIDP where program involvements with Black colleges are concerned.

By way of a summary of developments to date, the interest on the part of the colleges in getting into this type involvement has continued.

The efforts to date have resulted in:

- Further defining colleges and agencies (U.S AID) interest in supporting this effort
- The formulation of a prospectus for historically Black colleges's involvement in such an effort
- The identifying and securing of expertise in personnel and in terms of Agency involvement (i.e. Dr. William Reed and the Phelps-Stokes Fund)
- The identifying expertise found within the college for international program involvement
- The determination of the Eli Lilly Foundation's interest in supporting a program planning and development effort on the part of interested colleges (prepared and submitted to foundation a prospectus)
- Securing of NAFEOHE's direct support in its mandating its presidential committee for working with U. S. AID, to

work with TACTICS in its international university development efforts.

The above activities have more or less set the stage for the working out of the essential details for involving the colleges in program efforts having international implications.

TACTICS

(Technical Assistance Consortium To Improve College Services)
2001 S Street, N. W.
Washington, D.C. 20009

INTEREST, NEED AND RESOURCE INVENTORY

This inventory will be used to assess or reassess the interest, needs and resources available in the consortium of fifty-four predominantly Black institutions of higher education. The information obtained will be utilized in 1) the grouping of institutions by interest and/or geographic areas, 2) determining the resources available and/or needed, and 3) developing proposals for submission to local, state and federal governmental agencies.

It should be noted that this form is similar in many respects to the one completed by several of the consortium members who were represented at the August 3-4, 1972 meeting. The intent is to have these institutions update the information given at the August meeting and provide additional information which may be utilized in a systematic planning and program implementation effort. It is requested that you complete and return this form on or before March 28, 1973.

1. NAME OF COLLEGE/UNIVERSITY _____

2. YOUR TITLE OR POSITION _____

3. The institution is presently a member of _____ other consortia If institution is a member of one or more consortia, please specify type(s) and purpose(s).

_____

_____

_____

_____

_____

_____

4. The programmatic, policy and problem areas of particular interest to the college/university include the following (see attached list for areas of possible interest):

   A. Research: _____

_____

_____

_____

B. Education: _____

C. Community Service: _____

5. What community projects are you currently involved in or have been implemented within the past five years?

6. The college/university is in need of resources in the following areas:

7. An in-depth study of the resources of the college/university is presently indicated:

____ Yes
____ No
____ Undecided
____ Cannot say

8. An in-depth study of resource utilization within the college/university is presently indicated:

____ Yes
____ No
____ Undecided
____ Cannot say

9. - Resources are available in the college/university to participate in the development of proposals for the consortium:

___ Yes
___ No
___ Cannot say
___ Not applicable

10. The college/university presently has the resources and/or expertise to cooperate in the following areas:

_____

_____

_____

11. Liaison person(s) designated to work directly with the consortium will be:

Name _____

Title _____

Area of specialization _____

Telephone No. _____

12. Comments: _____

_____

_____

_____

_____

_____

_____
Signature

Appendix D

Participating Colleges and Universities
in the
Black Colleges and Community Development Program
(Urban Thrust Efforts)

Alabama A & M University
Alabama State University
Alcorn A & M College
Barber-Scotia College
Benedict College
Bethune-Cookman College
Bishop College
S. D. Bishop State Jr. College
Bowie State College
Central State University
Clark College
Cheyney State College
Daniel Payne College
Edward Waters College
Elizabeth City State University
Fayetteville State University
Fisk University
Grambling State University
Hampton Institute
Jackson State College
Kittrell College
Knoxville College
T. A. Lawson State Jr. College
LeMoyne-Owen College
Lincoln University (Mo.)
Livingstone College
Mary Holmes College
Mississippi Valley State College
Morehouse College
Morgan State College
Morris Brown College
Norfolk State College
N. C. A & T State University
N. C. Central University
Oakwood College
Paine College
Paul Quinn College
Prairie View A & M College
Saint Augustine's College
Saint Paul's College
Savannah State College
Selma University
Shaw University
S. C. State College
Southern University (N.O.)
Spelman College
Tennessee State University
Texas Southern University
Tuskegee Institute
The Virginia College
Virginia State College
Virginia Union College
Winston-Salem State University
Xavier University

TACTICS
BLACK COLLEGES AND COMMUNITY

In partial fulfillment of the HUD Office of Community Development contract with TACTICS, the first "Black Colleges and Community Development Conference" was held July 7 and 8 at the Atlanta American Motor Hotel, Atlanta, Georgia.

I. Conference Objectives

The 1970's have marked the advent of a new relationship between governments. Policy-making has shifted to lower levels of government. Whether such an arrangement is viable has yet to be determined. However, the 60 participating members of the BCCDP have decided that regardless of the particular focus, they are intent not to be left out of the community development decision-making process. With that in mind, the conference was designed to

1. assess the community development policy needs of the federal system,
2. highlight the capability and resources of Black colleges to fill the assessed needs,
3. strengthen lines of communication and mutually reciprocal relationships between governments and colleges, and
4. develop the organizational structure and focus of the consortial work unit designed to address needs.

Excerpted from the "Black College and Community Development" conference report, Atlanta, Georgia, June 7-8, 1973. pg. 1-4.

TACTICS

Black Colleges and Community Development Conference

September 19—21, 1973

"DEVELOPING THE BLACK COMMUNITY
TO
SAVE THE BLACK COLLEGES"

HOLIDAY INN - DOWNTOWN
Madison and Halsted
Chicago, Illinois 60606

(312) 829-5000

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SEPTEMBER 19, 1973

8:00 A.M.	CONFERENCE REGISTRATION Holiday Inn Downtown — MADISON B - Foyer
9:00 - 10:30	GENERAL ASSEMBLY Holiday Inn Downtown — MADISON B Room
	"Developing the Black Community to Save Black Colleges" DR. EDDIE N. WILLIAMS PRESIDENT JOINT CENTER FOR POLITICAL STUDIES
10:30 - 10:45	COFFEE BREAK
10:45 - 11:45	GENERAL ASSEMBLY
	CONSORTIAL UNIT STATUS REPORTS
11:45 - 12:45	LUNCH
12:45 - 1:00	TRANSPORTATION TO MALCOLM X COLLEGE Boarding of buses will commence at 12:45 with 1:00 P.M. departure
1:30 - 4:30	CONSORTIAL UNIT SESSIONS - MALCOLM X COLLEGE

CRIMINAL JUSTICE: DR. LEE P. BROWN, Howard University
RESOURCE PERSONS
- Mr. Edward H. Brunton, LEAA - Washington
- Mr. J. Price Foster, LEAA - Atlanta
- Mr. Howard Thomas, LEAA - Chicago

EDUCATION INNOVATIONS: DR. ARLYNNE CHEERS, Grambling College
RESOURCE PERSONS
- Dr. Maceo Bryant, Office of Child Development
- Dr. George A. Rhodes, Equal Employment - OE
- Dr. James L. Robinson, Project Headstart
- Dr. Dolly Walker, Consultant
- Dr. William C. Young, Adult Education - OE

E.2

SEPTEMBER 19, 1973

HOUSING : DR. WILBUR MITCHELL, Mary Holmes College
RESOURCE PERSONS
- Mr. T.M. Alexander, Jr., Deputy Regional Administrator HUD - Atlanta
- Ms. Ida Fisher, Associated Midwest Mortgage Company
- Mr. Irving Garrett, Director, Illinois Housing Authority
- Ms. Louciene Watson, Assistant Regional Administrator HUD - Chicago

INTERNATIONAL BLACK UNIVERSITY : DR. BRINSTON B. COLLINS, Norfolk State College
RESOURCE PERSONS
- Mrs. Evelyn Jones Rich, African-American Institute
- Representatives from African Universities

POST-SECONDARY INSTITUTIONS: African and American
Theme: GETTING IT TOGETHER IN BLACK EDUCATION
* Building a Valid Curriculum
* Teacher Training
* Reaching Out to Others

MANAGEMENT AND ORGANIZATION DEVELOPMENT : DR. HORTENSE W. DIXON, Texas Southern University
RESOURCE PERSONS
- Mr. Lawrence Bailey, National League of Cities/ U.S. Conference of Mayors
- Mr. Richard Fairley, Division of Compensatory Education - OE
- Mr. Antonio Harrison, Consultant
- Mr. Lee E. Monroe, American Society of Planning Officials

MENTAL HEALTH AND DRUG ABUSE : DR. O.E. BEATTY, Livingstone College
RESOURCE PERSONS
- Dr. Lonnie E. Mitchell, Division of Narcotics - NIMH
- Dr. Roy J. Jones, Consultant

TELECOMMUNICATIONS : COLONEL BURNETT W. PETERS, Hampton
RESOURCE PERSON
- Ms. Marion P. Hayes, Cablecommunication Resource Center

TRANSPORTATION :
RESOURCE PERSONS
- Mr. Leroy E. Johnson, Office of the Secretary - DOT
- Reg Griffith Associates

SEPTEMBER 20, 1973

8:00 CONFERENCE REGISTRATION — MADISON B - Foyer

Holiday Inn Downtown MADISON B

9:00 - 10:30 Introduction of Speaker by: Mr. Clifford Graves
Deputy Assistant Secretary
Community Planning and Management
Department of Housing and Urban Development

Speaker THE HONORABLE FLOYD H. HYDE
UNDER SECRETARY
DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT

10:30 - 12:00 GENERAL ASSEMBLY: CHERYL J. DOBBINS, Associate Director
TACTICS - Black Colleges and Community Development Program

CONSORTIAL UNIT REPORTS

IMPLEMENTATION STRATEGY DEVELOPMENT

12:00 LUNCH

1:00 - 5:00 CONSORTIAL UNIT LEADERS WORK SESSION

SEPTEMBER 21, 1973

9:00 - 12:00 GENERAL ASSEMBLY

Holiday Inn Downtown MADISON B

PANEL: "CITIZEN PARTICIPATION IN THE NEEDS ASSESSMENT PROCESS"

- MRS. LORETTA T. AVENT, Citizen Participation Coordinator METROPOLITAN WASHINGTON COUNCIL OF GOVERNMENTS
- MR. RICHARD COWARD, Special Assistant Office of Community Development, HUD
- MR. ROBERT McALPINE, Liaison Representative National Retired Teachers Association
- MR. JAMES S. WILSON, Program Manager National League of Cities/U. S. Conference of Mayors

12:00 ADJOURN

DEVELOPING THE BLACK COMMUNITY TO SAVE BLACK COLLEGES

In summary, it was agreed that the institutions have and must relate themselves to the communities of which they are a part, seeking knowledge, wisdom, and vision whenever they are to be found, distilling these into the art of effective transmission, and collaborating with others in determining their relevance to the massive issues discussed in this conference: child care, innovative education, international university approach, housing, drug abuse, criminal justice, economic development, cable communications, transportation, research, as well as to a long-range strategy for human progress, especially Blacks.

Participants were also in accord with those who are aware that while the traditionally Black colleges may lack adequate educational resources, they clearly succeed in giving many students a better learning atmosphere, stronger motivation and better education than they can find elsewhere. The representatives from these traditionally Black institutions were equally confident that they had the capacities to develop the community and train the planners and the developers who would make the decisions about local and state governments.

TACTICS, in light of this conference, sees the full paradigm of education -- institution and agency linkages -- as offering a series of options in developing the Black community to save the Black colleges:

1. A single university department can reach out to the community in general.

Excerpted from the "Report of the Second Black Colleges and Community Development Conference," Chicago, Illinois, September 19-21, 1973. pg. 15-16.

2. A single university department or division may link to a single agency, local institution (church, school) or community group.
3. A consortium of university departments may join together to reach out to a single group, or to the community in general.
4. A group of universities may form a consortium (join together) to reach out as in option (1) or in option (2) as stated above.
5. Contrarywise, a single community organization, group or individual may reach back to a single department, consortia of departments or consortia of universities.
6. TACTICS, serving a broker function between universities and community groups, offices and agencies may try to bring them together as appropriate tasks are defined and strategies for implementation needed.

Direct group action as a route to political effectiveness was the thread of continuity which permeated the conference. Each speaker in one way or the other urged that students, teachers and practitioners from various fields seek out one another. They were told to attempt to develop egalitarian, mutually supportive relationships in research, housing, transportation, day care, juvenile delinquence, schools, career training, management, criminal justice, media and other service programs. They were admonished to enrich one another with reciprocal wisdom, breaking down the institutional and disciplinary walls that divide us.

To Advance the Science, Pro ss and Art of Public Administration

aspa AMERICAN SOCIETY FOR PUBLIC ADMINISTRATION

1225 CONNECTICUT AVENUE NW ■ WASHINGTON, DC ■ 20036 ■ (202) 785-3255

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Orbe F. Traylor
Robert F. Van Horn
Charles R. Wise

March 20, 1975

Ms. Cheryl Dobbins
Positive Futures Inc.
1341 G Street, N.W.
Suite #413
Washington, D.C. 20005

Appendix F

Dear Cheryl:

It gives me great pleasure, on behalf of the Marshall E. Dimock Award Committee, to notify you that your article, "The Role of Black Colleges in Public Affairs Education," was selected as one of the co-winners of the Marshall E. Dimock Award for 1974. The other winner is Neely Gardner for his article "Action Training and Research: Something Old and Something New," which appeared in the March/April issue of the Public Administration Review.

The awards, in the amount of $250 each, will be presented at the Society luncheon at the Chicago ASPA Conference on Thursday, April 3, in the Grand Ballroom of the Palmer House Hotel.

As you know, the Dimock Award is for the best article published in the Review on the theme "Innovative Solutions for the Seventies." In selecting your article, the Dimock Award Committee made the following comments:

> "The article is well-conceptualized, works from an excellent data base. In addition to identifying new and innovative directions for black colleges, it offers a basis for applicability to other colleges and universities. It contains a broad approach to integrating theory and practice, through "learning by doing." The Committee understands that the approach has been more fully developed since the article was written and hopes that a performance assessment will be made available in the near future."

The award committee was chaired by Past ASPA President Frank P. Sherwood, and included Ann Macaluso, Senior Management Analyst, Office of Management and Budget, and Professor Delroy Cornick of Morgan State College.

/Continued.....

AMERICAN SOCIETY FOR PUBLIC ADMINISTRATION

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Detroit, Michigan 48226
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F.2

Please accept my heartiest congratulations on winning this award and for your significant contribution to the Public Administration Review and the literature of public administration.

Sincerely,

Philip J. Rutledge

Philip J. Rutledge
President

cc:Dwight Waldo

Appendix G

Agencies With Which The BCCDP Established Relationships

American Council on Education

The African-American Institute

American Society for Public Administration

American Institute of Architects

American Society of Planning Officials

Black Child Development Institute

U.S. Chamber of Commerce

Congressional Black Caucus, Inc.

Cost of Living Council

Council For Urban Economic Development

Council of Governments

Cablecommunication Resource Center

Conference of Minority Public Administrator

Federation of Southern Cooperatives

Ford Foundation

Gulf Corporation

Housing Specialist Institute

Lilly Foundation

Mellon Foundation

National Alliance of Black School Educators

National Association of Housing and Development Officials

The National Alliance of Businessmen

National Association of State Universities and Land-Grant Colleges

National Association of Schools of Public Administration and Affairs

National Black Caucus of Local Elected Officials

National Business League

The National Caucus on Black Aged, Inc.

National Council of the Churches of Christ in the U.S.A.

National Institute of Education

National Science Foundation

National Technical Association Inc.

National Training and Development Service

National Urban League

National League of Cities/
U.S. Conference of Mayors

Operation PUSH

Public Policy Training

Public Technology, Inc.

Region IV Citizens Council
Inc.

Rockefeller Foundation

Southern Conference of Black
Mayors

State Directors For Adult
Education

State of Louisiana,
Department of Education

Syracuse University

Together, Inc.

University Associates, Inc.

United Black Fund

United Board for College
Development

United Negro College Fund

Urban Data Service

The Urban Institute

Vocational Education-National
Advisory Council

Affiliate Organizations, Offices and Personnel

Thirty-One (31) State and Local Elected Government Officials

Fifty-Three (53) State and Local Appointed Government Officials

Thirty-Six (36) Federal Government Personnel

Forty-Five (45) Public Interest Group Representatives

Thirty (30) Non-Black Colleges and Universities

Four Hundred and Nineteen (419) Black College Faculty and Administrative Personnel

Appendix I

LAW ENFORCEMENT ASSISTANCE ADMINISTRATION

GRANT AWARD

DATE OF AWARD	
1/2/75	
AWARD PERIOD	
FROM	TO
1/3/75	4/2/75

TO: *(Name & Address of Grantee)*

Positive Futures, Inc.
1341 G. Street, N.W.
Washington, D.C.

FROM: *(Name & Address of Awarder)*

National Institute of Law Enforcement
and Criminal Justice
Washington, D. C. 20350

TITLE: Coordinated Management and Program Planning Design of a Criminal Justice Research, Training, and Educational Consortium

DATE OF APPLICATION	AMOUNT OF AWARD	AWARD NUMBER
8/1/74	$39,192	75-CD-99-0002

In accordance with provisions of Part D of Title I of the Omnibus Crime Control and Safe Streets Act of 1968, P. L. 90-351, and on the basis of the application submitted the National Institute of Law Enforcement and Criminal Justice hereby awards to the foregoing grantee a grant, in the amount shown above for the period indicated. This award has been approved by the Administrators of the Law Enforcement Assistance Administration.

This grant is subject to the Institute's current conditions governing grants and those set forth in the Applicant's Agreement. It is also subject, if indicated below, to the Special Conditions attached to this grant award.

This grant shall become effective as of the award date indicated above unless otherwise special conditioned. Grantee's acceptance of this award as conditioned is indicated by signature of the duly authorized official and return of the signed duplicate copy to the Institute.

☐ This award is subject to attached special conditions.

TYPED NAME & TITLE OF RESPONSIBLE OFFICIAL	SIGNATURE OF RESPONSIBLE OFFICIAL	DATE
Gerald M. Caplan, Director, NILECJ	Gerald M. Caplan	11/6/74
TYPED NAME & TITLE OF ACCEPTING OFFICIAL	**SIGNATURE OF ACCEPTING OFFICIAL**	**DATE**
Cheryl J. Dobbins, Executive Director		

LEAA FORM 6230/1 (5-75) REPLACES LEAA-INST-4 WHICH IS OBSOLETE.

JET
September 26, 1974

EDUCATION

Five Black Universities To Train Housing Managers

H. R. Crawford

Five predominantly Black universities will share grants totaling $1.3 million to develop academic programs for the training of housing managers, HUD Asst. Secretary H. R. Crawford announced in Washington, D. C.

To upgrade and professionalize the housing management field, Crawford said that the grant will be shared by Howard, Texas Southern, Winston-Salem State, Southern and Temple universities.

He stated that many problems that his agency is experiencing today, such as high default rates, abandonment, vandalism, etc., can be in part, attributed to poor management practices, and that the lack of uniform standards has allowed persons with varying management skills and abilities, many substandard, to manage HUD assisted housing. The five designated universities will develop academic programs at the undergraduate level for students as well as housing managers. In addition, each school will sponsor institutes and workshops in specialized housing management areas. The grants will be made over a two-year period with emphasis placed initially on program development.

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POSITIVE FUTURES, Inc.

HISTORICAL BACKGROUND

TACTICS, the Technical Assistance Consortium to Improve College Services, was structured in 1970 to achieve the overall objective of providing colleges with a comprehensive support service, cutting across specific areas of institutional operations in the areas of:

- data management
- curriculum revision and change
- academic administration
- institutional administration and/or management
- proposal stimulation and agency advocacy
- library administration and development
- recruiting, admissions and financial aid.

Resources were provided for carrying out these goals through a network of institutional and agency relationships under Title III funding from the Office of Education, Department of Health, Education and Welfare (re: TACTICS brochure). As such, TACTICS represented the first agency of its kind so concerned with the needs of Black Colleges. Since its inception the TACTICS component structure has performed a most commendable task of development in each of the aforementioned areas.

The challenges of internal changes, some fostered by the TACTICS organization, some naturally occurring on the college campuses, have evidenced a willingness and desire on the part of Black colleges to move more definitively in new directions. This, when buttressed by divergent societal changes not merely necessitates, but demands that Black colleges define themselves in the newly restructured "order" of society.

Hence the "New Federalism", Revenue-Sharing, the Pratt Decision and the "eligibility" of more than 650 institutions as additional qualifiers to the "Developing Institutions" program - a program originally legislated by Congress and designed by the Department of HEW to assist the 109 colleges and universities of traditionally Black origin - began to be viewed as opportunities rather than problematic issues for Black colleges. An unusually keen foresight on the part of Dr. Van S. Allen, Executive Director of TACTICS, urged him to seek and ultimately secure the funding of a small planning project from the Department of Housing and Urban Development entitled "Black Colleges and Community Development".

Commencing in February, 1973, that project has attempted to assess "the ability of black colleges to engage in community development activities". Preliminary findings indicate that:

a. Black colleges have historically been involved in activities which have had consequence to urban and rural development;

b. accomplishments and results of these endeavors have not been codified and widely disseminated and publicized;

c. access to policy-making on the state and local levels in areas other than education has been limited;

d. information about the organization and institutional interface of public and private organizations has been minimal on Black college campuses;

e. there is an urgency, usually emanating from the student population, for more experience-based and skill competency related curriculum and activities;

f. existant college resources, once redeployed differently, can:

- provide student experience-based learning which is both cost-effective and supportable by sound academic programming,
- generate additional resources (money, personnel, equipment, facilities, publicity, etc.) for the institution,
- experiment with utilitarian programming aimed specifically at urban and rural developmental concerns, and
- undergird the "planning - implementation - evaluation" process with the development of new learnings in specific program areas such as housing, community development, health, transportation, etc;

g. such organizational changes will be effected through and accompanied by a comprehensive reorientation of the college system including trustees, administrators, staff, faculty and students alike.

It is upon these preliminary findings that POSITIVE FUTURES, Inc. had its genesis. In November, 1973 the nine colleges represented by the principals of PFI gravitated together around the ideas expressed above. Their concern was that those findings could become the basis of an evolutionary change within their own institutions which would have direct implications for Black higher education. More importantly the success of such a venture would be significant for national higher education in general. At that time

Ernest A. Boykins - Mississippi Valley State College
Itta Bena, Mississippi
Milton K. Curry - Bishop College
Dallas, Texas
J. Archie Hargraves - Shaw University
Raleigh, North Carolina
Ralph W. E. Jones - Grambling College
Grambling, Louisiana
Charles Lyons - Fayetteville State College
Fayetteville, North Carolina
Romallus O. Murphy - Shaw College at Detroit
Detroit, Michigan
Granville M. Sawyer - Texas Southern University
Houston, Texas
Kenneth R. Williams - Winston-Salem State University
Winston-Salem, North Carolina
W. Clyde Williams - Miles College
Birmingham, Alabama

developed a conceptual model built on those findings which they considered feasible, sound and of consequence enough to commit themselves to supporting its implementation under an incorporated status. The impetus for such an experiment can further be found in the fact that institutions both public and private, urban and rural, northern and southern are represented within the PFI structure.

A MODEL CHARACTERIZED BY SIMPLICITY

Regarding the model itself, there is a simplicity. Each of the members of the organization is in agreement that Black colleges are and can be made even more noteworthy by their involvement in program areas other than pure education. Each of the represented institutions, after identifying no more than three new areas of institutional involvement, will attempt to program a systemic involvement in each.

This will require that for every new area of involvement, at least one faculty member will be singled-out as the responsible agent for the development of the institutions programming. His task will be to assemble the interdisciplinary faculty and student, community and practitioner complement that is both interested in and committed to planning, executing and evaluating that involvement. Depending on the types and number of individuals identified, the amount and extensiveness of programming will be determined. (re: Role of Black Colleges in Public Affairs Education)

From that involvement it is hoped that inter-institutional linkages will be developed. Focusing first upon other PFI schools because the philosophical understanding is greatest there, then branching out to institutions - both black and white - which share a common interest in the program areas. PFI schools will begin to be characterized because of their rigorous involvement and exhibited leadership in particular areas of programming.

There is no attempt to change the chartered mission of any of these institutions, but rather to utilize the specialized program areas as vehicles by which students, faculty and institutions begin to better understand and define for themselves a more universally supportable role in this complex society. This is of particular significance to state-supported Black institutions. By mapping an individually distinctive mission which co-relates with those presently existant within the state university system, these schools can begin to

- build an agenda that speaks to the self-interest of those who have historically been their adversaries;
- identify and establish working relationships with all relevant publics, and
- characterize and expand the issues which are the emotive basis for institutional consideration within the context of the state agenda.

Clearly the same process offers similar prospects for private institutions.

As well, this action course will facilitate the identification of the institution as one which is characteristically distinctive for some reason other than its Blackness. Rather, its institutional involvement in housing, criminal justice, information retrieval and dissemination, etc., undergirded by strong affiliate academic curriculum offerings will be made more versatile by the infusion of issues generic and of consequence to Blacks. In the

long-run what this may mean is that in addition to the social orientation provided by "liberal education" nationally, Black colleges will begin to impact specifically in the professional orientation of students and faculty, alike.

Once initiated, this process will, hopefully, catapult these institutions into new areas of local, state and national decision-making and policy development. As testimony to that statement, PFI has been planned, from its inception, to work itself out of existance in 3-5 years. In its stead, however, will be nine schools the synergy of whose academic programming, research, community education projects, legislative testimony, commissioned participation, etc., does indeed assure them POSITIVE FUTURES.

TOWN AND GOWN

May 22, 1974

ENVOY A & B	6:30-8:30 p.m.	Registration/Reception

May 23, 1974

CHANCERY I & II	8:00 a.m.	REGISTRATION
CHANCERY I & II	9:00 a.m.	**Chairperson:** *Gracie M. Sawyer, President* *Texas Southern University* *Houston, Texas* **Keynote Address:** *Clarence E. Lightner, Mayor* *Raleigh, N.C.*
	10:00 a.m.	COFFEE BREAK
CHANCERY I & II	10:15 a.m.	COMMUNITY DEVELOPMENT PROCESS: CASE STUDY **Facilitator:** *William J. Siver* *National Training & Development Service* *Washington, D.C.*

Participants:

Lawrence A. Bailey *National League of Cities/* *U.S. Conference of Mayors* *Washington, D.C.*	Lee E. Monroe *American Society of Planning Officials* *Chicago, Illinois*	Sidney Sanson *Sidney Sanson & Associates* *San Francisco, Washington, D.C.*
O.K. Beatty *Mayor Pro Tem* *Salisbury, N.C.*	William Pace *Winston-Salem State University* *Winston-Salem, N.C.*	Dana Vincent *Total Community Action* *New Orleans, La.*
George Brown *Fayetteville State University* *Fayetteville, N.C.*	Rose Ruthven *Shaw College at Detroit* *Detroit, Michigan*	James L. Wilson *City Manager* *Compton, California*

ENVOY A & B	12:00 noon	LUNCHEON **Chairperson:** *Gracie M. Sawyer* *Texas Southern University* *Houston, Texas* **Speaker:** *Ronald Gaston, Director* *Model Cities* *Denton, Ohio*
CHANCERY I & II	2:30 p.m.	STRATEGIC FORECASTING *Paul W. Henry* *Assoc. Vice President for Community Relations* *University of Cincinnati*
	3:30 p.m.	BREAK
CHANCERY I & II	3:45 p.m.	STRATEGIC FORECASTING (cont'd)
ENVOY A & C	3:45 p.m.	ISSUES OF CITIZEN AND UNIVERSITY INVOLVEMENT *Barbara Wills* *North Carolina State Department of Natural and Economic Resources* *Raleigh, N.C.* *Michael Bennet* *University of Chicago*

May 24, 1974

CHANCERY I & II	9:00 a.m.	POLICY DEVELOPMENT AND RESEARCH: PROGRAM AND PROCESS *Michael H. Moskow, Asst. Secty.* *Policy Development & Research* *Department of H.U.D.*
	10:00 a.m.	COFFEE BREAK
CHANCERY I & II	10:15 a.m.	"NUTS and BOLTS" of HUD *Joseph S. Cruse, Director* *Office of Management* *Community Planning & Development* ■ Organizational Overview ■ Community Planning & Development Legislation and Programs *John E. Leo, Director* *Budget & Contracts* *Policy Development & Research* ■ Research Contracting Procedures *Harold L. Keith, Director* *Publications* ■ Public Information: An Untapped Research Resource
ENVOY B	10:15 a.m.	SPECIAL SUMMIT SESSION: Expanding Local Capacity Through Research, Demonstration and Evaluation. **Chairperson:** *Portia D. Murphy, President* *Shaw College at Detroit* *David O. Maxey, Jr.*, *Assistant Secretary, Community Planning & Development* *Michael H. Moskow, Assistant Secretary, Policy Development & Research*
ENVOY B	11:00 a.m.	ORGANIZATIONAL RESOURCES IN PUBLIC AFFAIRS POLICY-MAKING **American Society for Public Administration** *Thomas Murphy, President* *NASPAA* **American Society of Planning Officials** *Israel Stollman, Executive Dir.* **International City Management Association** *E. Pinson Harris, Manager* *Cincinnati, Ohio* *Donald J. Borut, Director* *Management Development Center* **National Training & Development Service** *William J. Siver* *Assistant*
CHANCERY I & II	12:00 noon	GENERAL SESSION *E. A. Schaefer, President* *Miami-Dade Junior College*
	12:30 p.m.	LUNCH
	1:30 p.m.	POST WORKSHOP PLANNING SESSION
ENVOY C		(A) Strategic Forecasting
LE DIRECTOIRE		(B) Information Resources
	2:00 p.m.	
CHANCERY I & II		(C) Indexing the Planning Process in Your Community
ENVOY B		(D) University-Municipal Extension Models

TOWN AND GOWN Workshop

RECOMMENDATIONS

The following recommendations are based on the analysis of data collected from conference participants in the form of action plans, speeches, workshop findings and recordings made during the conference.

The conference group recommends implementation action strategies that provide public policy management and process planning involvement for long and short-term considerations. The group generally agreed that the history of Public Policy/Community Development programming interface and the nature of related executive-legislative interactions indicate that a continued lack of joint planning and conduct of unrealistic research places additional constraints on already declining and decaying communities.

The ideas and suggestions advanced by various segments of the conference should be considered as interdependent units each reflecting its unique or peculiar characterizations, interests and perspectives.

Federal Officials

Individuals, groups, and agencies in communities should synergize and collaborate on submitting well-defined civic improvement proposals to federal agencies that encourage such activity.

The public should be informed of rights and opportunities involved in local government capacity-building planning as it relates to the needs and desires of ethnic groups.

Excerpted from the "TOWN AND GOWN Workshop" report, Washington, D. C., May 22-24, 1974. pg. 14-16.

University (Officials, Planners and Students)

Expand university/college direction and intervention in urban renewal affairs and housing management.

Enlarge university impact upon community social service delivery systems and mechanisms.

Identify and pursue new government funding and services arrangements, such as through municipal and state entities.

Fulfill the need for academic institutions of higher learning to identify faculty and staff resources, and to inventory community needs and resources.

Develop greater interaction between the education institutions and the community's operational research base.

Establish and provide for new involvement rules and new career objectives for students in the entire spectrum of public policy and government sciences.

Teach and make known hard data of problem solution rather than only soft data of problem identification.

Elected Public Officials

The universities and public officials must bridge the gap between knowledge and action, identifying faculty, students, and other talented individuals in the areas of applied as well as theoretical knowledge and become accepted and valued by community decision makers, public and private.

Public officials must be amenable to consortia or network research designs and both groups must plan systems grounded in the most practical comparative and cooperative principles.

Affiliate Agencies and Organizations K.4

Local governments should draw upon the technical expertise and information resources of established research and planning agencies, who already are engaged in synthesizing data and identifying actors and who have developed a degree of cohesiveness in drawing institutions, governments and people together to do joint problem solving.

PROCESS

The three concurrent workshops of the symposium were organized around the stimulus/response model of learning. Each was designed to elicit the following results: (See Figure I)

Workshop I: general discussion of prior experiences in formulating community development issues for college and community action. Designated input items formed the information base for the general discussion, tone and climate setting activities, and expected output.

Workshop II: expansion of topical areas identified during Workshop I. The overlay of state information further focused the nature and scope of the discussions.

Workshop III: generation of activities to be carried on by the six colleges and universities in the Raleigh, N.C. area. Their purview and projected structure of such a support mechanism was to be drawn from the cumulative experiences of the assembled group.

Those experiences, once synthesized, formulate five CONTROLLING ISSUES impacted by five FUNCTIONAL PRIORITY AREAS. (See Table I) Each issue has a variety of dimensions calling for any number of alternative actions. It is not intended that this schema be exhaustive. Rather, the principle processes discerned are reflective of the input and intonations of the symposium participants. The output mechanism developed in light of these considerations is described in the output section which follows.

Excerpted from the "Community Needs Assessment Symposium" report, Raleigh, N. C., September 26-27, 1974. pg. 59-65.

Figure I

NEEDS ASSESSMENT SYMPOSIUM PROCESS AND OUTPUT MODEL

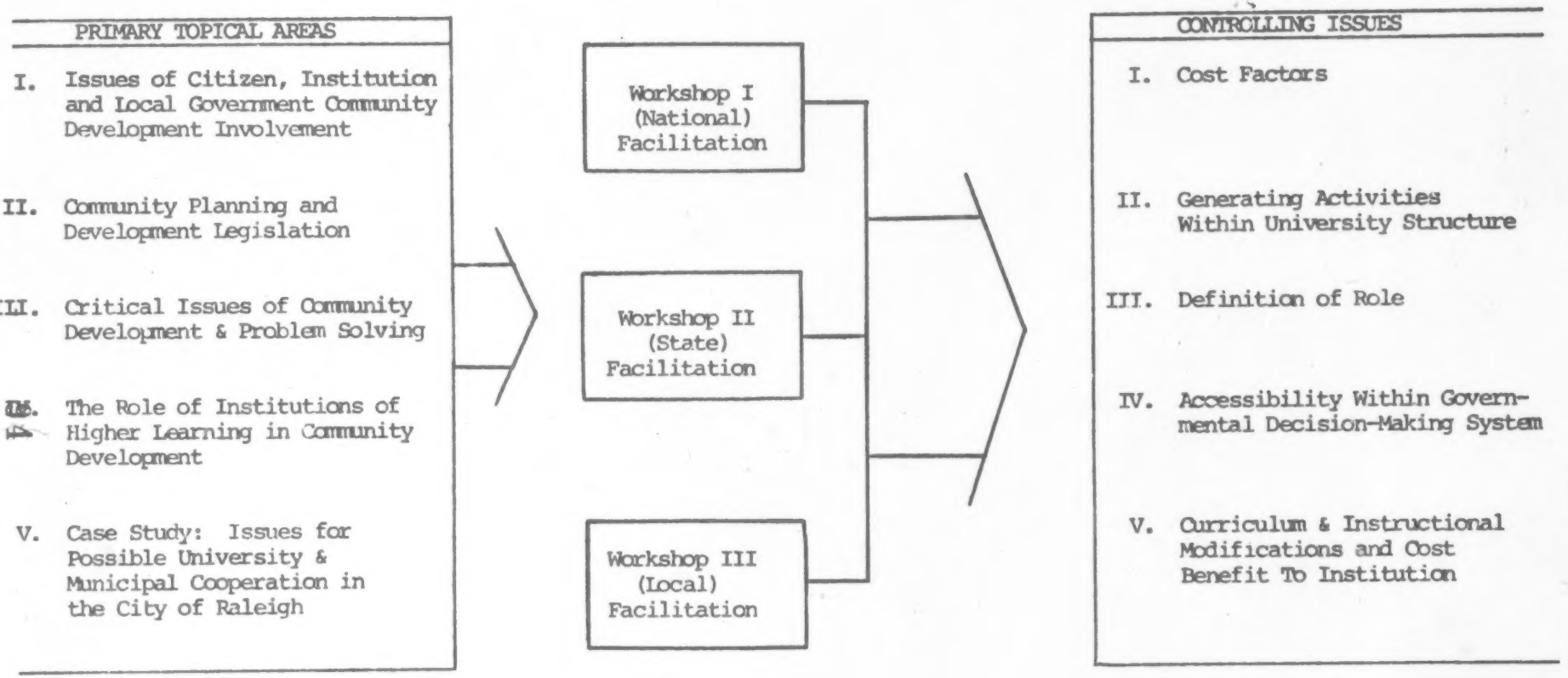
PRIMARY TOPICAL AREAS
I. Issues of Citizen, Institution and Local Government Community Development Involvement
II. Community Planning and Development Legislation
III. Critical Issues of Community Development & Problem Solving
IV. The Role of Institutions of Higher Learning in Community Development
V. Case Study: Issues for Possible University & Municipal Cooperation in the City of Raleigh
Workshop I (National) Facilitation
Workshop II (State) Facilitation
Workshop III (Local) Facilitation
CONTROLLING ISSUES
I. Cost Factors
II. Generating Activities Within University Structure
III. Definition of Role
IV. Accessibility Within Governmental Decision-Making System
V. Curriculum & Instructional Modifications and Cost Benefit To Institution

Table I

CORRELATION OF CONTROLLING ISSUES IN COMMUNITY DEVELOPMENT
WITH FUNCTIONAL INSTITUTIONAL AREAS OF PRIORITY

CONTROLLING ISSUES	PRIORITY FUNCTIONAL AREAS: Role and Role Relationships	Curriculum and Instruction	Cost Effectiveness	Decision Making	Administration and Management (Structure)
I. COST FACTORS					
a. Data collection and dissemination mechanism				xx	xx
b. External institutional resource identification with respect to community needs	xx		xx	xx	xx
c. Market institutional finished products	xx	xx			
d. Utilization of volunteers	xx		xx		
e. Network research	xx		xx		

Table I Cont'd.

CONTROLLING ISSUES	PRIORITY FUNCTIONAL AREAS: Role and Role Relationships	Curriculum and Instruction	Cost Effectiveness	Decision Making	Administration and Management (Structure)
II. GENERATING ACTIVITIES WITHIN UNIVERSITY STRUCTURE					
a. Credit for intern experiences	xx	xx	xx	xx	xx
b. Alumni as technical advisors	xx		xx		
c. Changes in process rather than structure (for which there is institutional support)	xx	xx	xx	xx	xx
d. Develop mechanism of converting social benefits into money through cost/benefit analysis, force/field analysis; etc.				xx	
e. Work/study based on classroom assignments - mechanism to overcome cost factors	xx	xx			
f. Develop comprehensive design which draws upon broad range of faculty - design should have sobonits to be carried on by individual researchers	xx	xx	xx	xx	xx
g. Institutional decision-makers approached via the "interest" and the "need" when attempting to implement new programming. Emphasis on their leadership function	xx			xx	
h. What is helpful in problem-solving may not be academically fashionable.	xx	xx			

Table I Cont'd

CONTROLLING ISSUES	PRIORITY FUNCTIONAL AREAS: Role and Role Relationships	Curriculum and Instruction	Cost Effectiveness	Decision Making	Administration and Management (Structure)
III. DEFINITION OF ROLE					
a. Use of community personnel in decisions (Town-Gown Bridge)	xx		xx	xx	xx
b. Institutions must more fully understand that which they are purporting to change	xx	xx			
c. Develop program only large enough that structure is not too adversely affected			xx		xx
d. Identify problems that community can relate to/operationalize via component parts (Social, economic, political ramifications)	xx	xx		xx	
e. Identification of structure and actors within government decision-making system	xx				xx
f. Mobilization of community needs assessment should be tied to institutional self-study	xx				xx
g. Initiative must be taken by Colleges and Universities themselves; market capability	xx				xx
h. Community must be encouraged to approach institution and city officials about need for various programs	xx	xx			
i. Focus on alternative "delivery systems" once needs have been identified. Justified in social, financial, political and economic terms	xx			xx	xx

Table I Cont'd

CONTROLLING ISSUES	PRIORITY FUNCTIONAL AREAS				
	Role and Role Relationships	Curriculum and Instruction	Cost Effectiveness	Decision Making	Administration and Management (Structure)
IV. ACCESSIBILITY WITHIN GOVERNMENTAL DECISION-MAKING SYSTEMS					
a. Urban Observatory Model	xx	xx	xx		xx
b. Identify techniques used by government and/or needed by community to form logical linkage with government process					xx
c. Make internships and research meaningful by having practitioners identify their needs	xx	xx		xx	
d. Use of community-needs assessment as basis for establishing linkages with existing entities					xx
e. Generate within government the thought that colleges can become extensions of local manpower to plan, implement, train, etc.	xx	xx	xx		
f. Make data relevant to needs		xx			
g. Institutions should not be overly concerned with expressing needs in terms of priority - entire community should make these decisions	xx				xx
h. Contact state funding sources for support on projects related to community needs	xx	xx			xx
i. Designate staff at each institution to develop formal and informal liaison with governmental personnel - generate atmosphere of sharing	xx				xx

Table I Cont'd

CONTROLLING ISSUES	PRIORITY FUNCTIONAL AREAS: Role and Role Relationships	Curriculum and Instruction	Cost Effectiveness	Decision Making	Administration and Management (Structure)
V. CURRICULUM AND INSTITUTIONAL MODIFICATIONS AND COST BENEFIT TO THE INSTITUTION					
a. Student/faculty skill building through research and internships	xx	xx			
b. Converting individual talents and benefits to professional largess with institutional benefits		xx			
c. Increased institutional productivity	xx	xx	xx		
d. First-hand experience at managing problem-solving activities	xx		xx		
e. Expanded utilization of federal, state, and private monies for program-building in an organized rather than compartmentalized fashion	xx	xx			

"Municipal Tax Law . . . Here I Come"

by Cheryl J. Dobbins

The following is a description of a unique simulation of a project in public policy formulation held by Texas Southern University in cooperation with the National League of Cities. The author is executive director of Positive Futures Incorporated, the planning office of a ten-college consortium devoted to the systematic development for minority educational institutions of public affairs in the fields of municipal management and community development-related programming. The consortium includes Bishop College, Fayetteville State University, Grambling College, Miles College, Mississippi Valley State University, Shaw College at Detroit, Shaw University, Talladega College, Texas Southern University, and Winston Salem State University.

Houston, Texas, recently was the site of six days of "Public Policy Simulation Events" sponsored by Texas Southern University (TSU) with the cooperation of the National League of Cities. TSU, committed to its state designation as a "Special Interest University for Urban Programming," seized the occasion of the 50th Annual Congress of Cities and made it a once-in-a-lifetime laboratory learning experience in public policy formulation.

Pre-simulation planning began six months prior under the leadership of Dr. Hortense Dixon, TSU Vice President for Urban Programming. It was at that time that the significance of the NLC National Municipal Policy was made apparent to a small working group drawn from various schools and departments within the university. Further interest was generated between September and November as faculty, in preparing their students to intelligently observe the actual deliberations of the Congress, identified researchable topics geared toward both an understanding of and appreciation for the various technical points of view ideally considered when developing public policy.

It was from such an enlightened group that a cadre of 30 students and faculty were drawn from the Schools of Public Affairs, Communications, and Law. Choosing to forego their Thanksgiving vacation, students, faculty, administrators, representatives from local community and civic organizations, independent citizens, elected officials, NLC representatives, and specialized technicians met in a forum two days prior to the opening of the Congress.

"The Role of Citizens in Policy Formulation and Implementation" was the first day's process theme through which participants were provided in-depth exposure to the National League of Cities as an organization, its formal and highly sophisticated policy development process and structure, as well as the significance of the National Municipal Policy, an end-product tantamount to a "State-of-the Cities" message, formulated annually by the NLC's 15,000-member body. NLC Director of Policy Analysis and ASPA President Philip J. Rutledge was assisted by Anthony Jones, City Representative for Houston and Cincinnati; Jack Floyd, NLC Office of Intergovernmental Relations; and Don Slater, Director of Federal Relations, NLC, who provided specifics as to process and actors. This technical team was complemented by members of the National Black Caucus of Local Elected Officials (NBC/LEO) such as Clarence Lightner, Mayor of Raleigh, North Carolina; George Allen, Mayor Pro Tem of Dallas, Texas; and Henry Marsh, Vice Mayor of Richmond, Virginia, who provided political input to the aforementioned process.

The second day of the forum was structured quite differently. Using the NLC's draft resolutions as a point of departure, Howard N. Lee, Mayor, Chapel Hill, North Carolina; James E. Williams, Mayor, East St. Louis, Missouri; and Lois Morris, Alderwoman, Louisville, Kentucky; carried the assembled students, citizens, faculty, and technicians through an actual simulation of the NLC policy-making procedure. Small groups analyzed those aspects of the draft policy which might be affected by issues raised as a consequence of their previous research. Once identified and discussed, each group was to settle on the language of the modification, indicate where it should be included in the draft policy statement and why, justify its soundness on at least four distinct bases, identify

the number of Standing Policy Committee members whose concurrence must be received in order for the change to pass, and identify the actual members whose education, experiences, geographic place of origin or residence and/or political or personal preference would predispose their support of such a change.

It goes almost without being said that the fireworks did start. Not only was a good deal of technical information transferred, but citizens and students were allowed the opportunity to joust in open combat with seasoned politicians. By the end of the second day, though a wealth of process learning had occurred, the group had but just begun.

In order to overlay the ideal with the actual, it became crucially important that the subsequent four days of the actual NLC conference relate critically to the first two days of simulation.

This was accomplished by two means. First, students, provided "Observer" status by the National League of Cities, were divided into three analysis groups: process, actor, and events. This provided them access to all the open policy committee meetings and program workshops and gave them an established perspective from which to view all that transpired.

Secondly, students enrolled in the School of Communication–inclusive of radio, television, and print media–along with the professional assistance of the Office of Publications and Information and the School of Public Affairs, operated a full-media communications center as a courtesy afforded the National League of Cities delegates. Services included the coordination of interviews for local and campus media in addition to arrangements made through the NLC Press Room, xerox services, drafting, typing and dissemination of resolutions, and audio feeds to local radio stations, the National Black Network and Mutual Black Network. This activity drew the candid responses, the well-rehearsed committee position on a variety of issues and opposing points on the same issue, and most importantly, made it all available to the broader Houston community.

The sixth and final day was capped by a de-briefing session conducted by the students to which NLC and NBC/LEO delegates were invited as participants. One of the very first observations made was the glaring "diversion" from the process routine students had been familiarized with the previous weekend in the Public Policy Simulation Events Forum held on campus. As well it was noted that effectiveness was had by those who knew the process; power by those who knew the process the best.

Moreover, the activity clarified for those involved the responsibility that they as citizens have to Houston Mayor Fred Hofheinz. Next year when the Congress convenes in Miami, Texas Southern University and the Houston community will have indeed "done their homework" by providing the community basic information regarding pending local and national policy issues, soliciting citizen input, and finally making such known to the mayor in a timely and organized fashion. That, in their estimation, makes for a most well-informed delegate whose positions and concerns are indeed those of his constituency.

How successful were the simulation events in strengthening municipal and university cooperation in urban governance? The participants, themselves, are perhaps the most appropriate respondents.

One delegate, after stumbling upon the communications center, registered this comment:

"I'm glad to see Texas Southern make its resources available to us and I'm very impressed with the degree of political awareness the students showed. But, I think these services would be more beneficial during the year leading up to the Congress since you (delegates) don't come here to formulate policies. That's something that's done starting now. We could certainly use research services the University possesses in the future."

A student commented:

"Over the last few months I've been flirting with the idea of making my specialty municipal tax law, but hadn't really understood its significance. This has really been decisive in helping me clarify some career goals. Municipal tax law . . . here I come."

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Appendix N

CABLECOMMUNICATIONS RESOURCE CENTER

AND

TECHNICAL ASSISTANCE CONSORTIUM TO

IMPROVE COLLEGE SERVICES

BLACK COLLEGES AND CABLE TELEVISION

A PRELIMINARY PLANNING

AND

PREFEASIBILITY STUDY

by

Marion P. Hayes

May - August 1973

CRITIQUE

BLACK COLLEGES AND CABLE TELEVISION

A PRELIMINARY PLANNING

AND PREFEASIBILITY STUDY

Submitted by: Marion P. Hayes, Project Manager

For more than a century Black colleges have played a vital part in the history of this country. They have been the harvesting ground for Black leadership. Among their many contributions to all areas of American life, they undoubtedly can be credited with their pioneering efforts in assisting persons to break the industrial and professional barriers that denied Blacks entry into the mainstream. During the past decade the Black colleges, particularly, have been acutely aware of the need for Blacks to participate meaningfully in the communications industry.

In my opinion, this study has shown that Black colleges have the potential, motivation, and capabilities to make a dramatic impact on determining the future educational trends in communication technology, particularly cable. Many of the Black colleges are presently cablecasting educational and cultural programs on campus, using equipment that is the rival of most cable systems. Through coordinated efforts between the colleges, guidance from Black cable specialists, and major assistance in funding, the Black colleges could design a communications delivery system unlike any presently in operation or being proposed.

Telecommunications Survey of Black Colleges

(by Marion Hayes for TACTIC and CRC)

No. of Black Colleges Surveyed = 111 **No. of Colleges Responding = 80**

Position of Person Responding

a) Presidents	= 21	d) Administrators	= 13
b) Vice Presidents	= 4	e) Dept. Heads	= 15
c) Deans	= 8	f) Instructors	= 5

g) Other = 14

Academic Offerings

a)	No. of Blk Colleges offering broadcasting courses	= 19
b)	No. of Colleges expanding or beginning courses (within 5 years)	= 47
c)	No. of Schools of Communication	= 2
d)	No. of Colleges offering bachelor's degrees in broadcasting	= 5

Communications Systems

a)	No. of College FM radio stations	= 8	(Footnote 1)
b)	No. of commercial FM radio stations	= 1	(Footnote 2)
c)	No. of carrier current radio stations	= 5	(Footnote 3)
d)	No. of Colleges planning radio stations	= 4	(Footnote 4)
e)	No. of Colleges using video equipment	= 58	
f)	No. of Colleges offering closed circuit TV courses	= 17	
g)	No. of Colleges involved with State Ed. TV network	= 5	

---

[1] Central State U.
Clark College
Fisk U.
Grambling College
Hampton Institute
Lincoln U. (Mo.)
Shaw U.
Texas Southern U.

[2] Howard U.

[3] Atlanta U.
Bishop College
Johnson C. Smith U.
North Carolina A&T U.
Tennessee State U.

[4] Fort Valley State U.
Morgan State College
Oakwood College
Langston U.

Cable Involvement

a) No. of Colleges in cable cities = 38
b) No. of Colleges in cities anticipating cable within 2 years = 26
c) No. of Colleges involved with cable = 21
d) No. of Colleges interested in cable consortium = 61

Involvement with Local Broadcasters

a) No. of off-campus commercial stations broadcasting College sports = 2
b) No. of stations offering student training programs = 13
c) No. of stations using College Produced Programs = 9

TELECOMMUNICATIONS SURVEY

NUMBER OF QUESTIONNAIRES SENT: 111

NUMBER OF PERSONS RESPONDING: 80

Information Requested	Number of Questions	Possible Answers	Number of Respondents	Number not Responding
Person Responding to Questionnaire	1	President	*21	
		Vice-President	4	
		Dean	8	
		Administrator	13	
		Department Head	15	
		Instructor	5	
		Other	14	
SECTION A - ACADEMIC PROGRAMS				
How many courses are offered in Radio?	2A	1	4	
		2	4	
		3	0	
		4 or more	7	
		None	64	
How many courses are offered in Television?	2B	1	5	
		2	7	
		3	0	
		4 or more	7	
		None	60	

* One college president responded but not to question listed in survey

Information Requested	Number of Questions	Possible Answers	Number of Respondents	Number not Responding
How many technical courses are offered	2C	1 2 3 4 or more None	6 2 1 2 68	
Will you begin courses or enlarge the number of courses in broadcasting within the next 5 years?	3	Yes No	47 20	12
Do you have a School of Communications?		Yes No	2 77	
Is a degree in Broadcasting offered?	5A	Yes No	5 74	
What degree is given?	5B	BA, BS AA MA	5	
How many faculty people do you have in broadcasting	5C	1 - 3 4 - 5 6 or more None	5 1 2 1	

N.S

Information Requested	Number of Questions	Possible Answers	Number of Respondents	Number not Responding
How many Broadcasting Majors do you have?	5D	1-10	1	2
		10-20		
		21-30	1	
		30-40		
		40 or more	1	
Do you offer a Graduate Degree in Broadcasting?	5E	Yes	0	2
		No	77	
SECTION B - TYPES OF COMMUNICATIONS SYSTEMS				
Do you have a radio station on campus?	6A	Yes	14	3
		No	62	
Is it carrier current?	6B	Yes	5	
		No	9	
Do you have an audio/visual dept. with video equipment?	7	Yes	58	
		No	21	
Do you have a Learning Resources Center with video equipment?	8	Yes	43	
		No	36	

Information Requested	Number of Questions	Possible Answers	Number of Respondents	Number No Responding
Do you have a Data Retrieval System?	9	Yes No	30 46	3
Are any departments using video equip?	10A	Yes No	58 18	3
SECTION C - INVENTORY OF EQUIPMENT				
Which departments use video equipment?	10B	Film and TV Academic Non-Academic All departments Other	3 40 5 12 2	4
What size video tape do you use?	11A	None 1/2" 3/4" 1" Other	15 14 3 12 1	40
How many cameras do you have?	11B	1-2 3-4 4-5+	16 15 22	4
How many video tape recorders do you have?	11C	1-2 3-4 5-6 7 or more	24 18 3 11	4

Information Requested	Number of Questions	Possible Answers	Number of Respondents	Number no Response
How many monitors do you have?	11D	1-2	13	8
		3-4	8	
		5-10	13	
		11-20	10	
		20 or more	8	
How many TV studios do you have?	11E	None	51	3
		One	18	
		Two	7	
Are some of your cameras portable?	11F	Yes	43	2
		No	10	
What type of equipment do you have?	11G	Ampex	7	19
		Sony	32	
		Cassetts	5	
		Concord	5	
		Panasonic	3	
		Craig	1	
		Other	7	
Are classes taught via CCTV?	12A	Yes	17	1
		No	59	
		Taped, but not CCTV	2	
How many classes are taught over CCTV	12B	1-2	7	
		3-4	1	
		5-7	5	
		8 or more	4	
Are the CCTV classes taped on campus?	12C	Yes	18	
		No	1	

Information Requested	Number of Questions	Possible Answers	Number of Respondents	Number not Responding
Is your campus part of the state ETV network?	13	Yes No	5 72	2
		SECTION D - CABLE INVOLVEMENT		
Is cable TV available in your city?	14	Yes No Some activity, but not installed	38 36 4	1
Does your city anticipate having CATV within the next two years?	15	Yes No	26 12	5
Has your campus been involved with cable?	16A	Yes No	22 55	2
How has your campus been involved with cable?	16B	Participation in CATV Committees Student interest in CATV Talks with CATV Operators? Cablecasting Plans Others	5 2 6 6 14	
Would your campus be interested in getting involved in cable?	17	Yes No	64 9	6

N.9

TASK/PAGE CROSS-REFERENCE
Black Colleges-Community Development Program
H-3563

	a.	b.	c.	d.	e.
TASK I	p. 7	p. 10-13	p. 12	---	---
TASK I (amended)	p. 18	p. 18	p. 27;30	---	---
TASK II	p. 13-14	p. 13-14	p. 32;33 App. B,L, M,N	App. C&D	---
TASK II (amended)	p. 17;19; 32; App.L	App. L	p. 3 App. I&L	---	---
TASK III	PFI Model p. 23-29	---	---	---	---
TASK III (amended)	p. 32 App. K	p. 32 App. L	p. 33-34	---	---
TASK IV	p. 20 App. E	PFI Model App. E,F, G,H,I	App. E	p. 20	App. E
TASK IV (amended)	p. 30 App. L&M	p. 14;31 App. I	---	---	---